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ABSTRACT

This teaching guide on global awareness contains 15 media-related activities for students in grades 6-12. The objective is to help students see how the media affect their opinions and the roles the media plays in world affairs. The activities are divided into five sections. The first section contains a general survey of the students' knowledge of and attitudes toward the media and a guessing game. Activities in section two deal with print journalism, teaching students to be aware of world news and decisions reporters and editors make as well as to question stereotypic perceptions. Activities in section three cover broadcast journalism. Students analyze TV coverage and the effect of popular radio on social attitudes and political unrest. For example, "Top 40 Political Protests" shows how music played on pop radio affects political and social thinking. In this activity, students fill out questionnaires giving their feelings about what qualities a president of the United States should have. Then they listen to or read the lyrics to "Dear Mr. President" to see how the song affects what they first wrote on the questionnaire. Activities in the fourth section demonstrate the way print and broadcast advertising mold our lives. Each activity contains an introduction; a list of objectives; information on grade level, time required, and materials needed for the activity; suggested teaching procedures; and a list of follow-up activities. The last section contains class handout materials. (Author/NE)

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GLOBAL AWARENESS SERIES

TEACHING GLOBAL AWARENESS USING THE MEDIA

Grades 6-12

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and Katherine Weeks

SO 013971

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I. INTRODUCTION

INTRODUCTION

This book contains a variety of teaching activities designed to supplement your existing curricula and textbooks related to world affairs and the media. It is not intended to stand alone as a text or self-contained unit.

The main goal of the book's activities is to create student interest in and awareness of the roles the media play in world affairs and the way in which the media affect our opinions.

Topics

Teaching Global Awareness Using the Media is divided into four sections, the first of which contains this introduction, a general survey of students' knowledge of and attitudes toward the media, and a guessing game, based on quotes from the media, called "What in the World?!".

The remainder of the book's activities are divided into the following categories: print journalism, broadcast journalism, and advertising. In Section II, activities such as "A Global Magazine," "World Newspaper Paste-Up," and "Putting Together the News Puzzle" help students to understand how newspapers and magazines are produced. These exercises are designed to increase student awareness of world news in the publications they see daily and to introduce them to the decisions reporters and editors must make in covering the news.

"Is a Picture Worth a Thousand Words?" and "Real Folk Literature" are intended primarily to make students question any stereotypical perceptions they may have of people from other lands, ethnic groups, and age groups.

In Section III students put together television and radio news shows. They analyze TV news coverage and the effect of popular radio on social attitudes and political unrest. It is in this section that they discuss the major differences between broadcast and print reporting of global news. Perhaps the most graphic example of this difference is presented in "That Was the Week That Was," an exercise that might best be used as a follow-up to Section II's "A Global Magazine."

Finally, a unit on the media would not be complete without some demonstration of ways in which print and broadcast advertising mold our lives. That is the purpose of Section IV.

Teaching Strategies

These activities depart from the standard expository didactic approaches found in most curriculum materials. They encourage students to involve themselves, whenever possible, in the world of the media. Students, in effect, involve themselves in role playing. They become reporters, broadcasters, and advertisers.

Some of the activities employ discussion as their primary teaching strategy. But instead of simply giving students a topic or an issue to discuss, the lessons provide a warm-up exercise such as listening to popular music or reading comic books to spur interest in the topics and issues.

Title: MEDIA AWARENESS: PRESURVEY/POSTSURVEY

Introduction:

Broadcast and print media subtly pervade and greatly affect our daily lives. This is particularly true for citizens of highly industrialized nations in which television, radio, newspapers, magazines, and other publications are abundant. But how aware are we of the media and what the term "media" comprises? How do the media shape the information upon which we base many of our opinions and choices? How do they mold us?

The variety of exercises in this unit show that the media are more than droves of reporters who scribble notes or clutch microphones. The way in which we perceive ourselves, our communities, our countries, and the world is affected by more than the news we see, hear, or read. It also is shaped, for example, by television advertising and entertainment programming; and when we are young, by the comic books we read or the popular music we hear on the radio.

The following survey is meant to test student awareness of the media and of their perceptions of the media.

Objective:

To help students assess what information sources are available to them; what sources they use at present; and how the media affect their perceptions and values

Grade Level: 6-12

Time: Fifteen to twenty minutes

Materials: Handout #1, "Media Awareness Questionnaire"

Procedure:

Step 1. Before beginning any of the activities in this book ask your students to complete Handout #1.

Step 2. Collect their answers, which you will return to them when the class completes all the activities.

Step 3. Explain to your students that not all stories in a newspaper are written by the paper's reporters. Much news coverage, especially from foreign countries and other places to which small local papers cannot afford to send their reporters, is provided by "wire services" such as United Press International (UPI), Associated Press (AP), and Reuters (British).

A wire service receives news twenty-four hours a day from correspondents around the world. These stories are electronically transmitted (wired) to newspapers throughout the world. Automatic teletype machines at the newspapers receive the electric signals and type the stories.

Based on the preceding information, give your students a general desciption of what a wire service is. Ask them to identify and list wire service stories that appear in an issue of their local paper. Were most of the paper's international and national stories written by wire service reporters? If so, do any of the stories present local "angles" or are they all written in such a general way that they could be published in any American daily newspaper?

Ask students how wire service reporting might differ from stories written by a newspaper's own reporters. Point out that a wire service story must appeal to a larger, more diverse readership.

Invite a reporter from the local AP or UPI office to visit your class and discuss how his/her work differs from that of a local newspaper reporter.

Step 4. Ask students if they know how to play a game called "Rumor." The game shows how a story can change as it passes from one person to another. The first player tells a story that is repeated by all the other players, one at a time.

Play one or two rounds of "Rumor." Tell students a simple story, perhaps something you saw happen on your way to work. Then ask students to take turns repeating the tale. Afterward, discuss how the story changed as it passed from one person to another. How closely did the last retelling match the original story?

Explain that after a wire service reporter turns in the story, it is edited by another wire service employee. After the story reaches all the newspapers that subscribe to the wire service, it is edited once again. Sometimes local newspaper editors will assign a reporter to rewrite the story so that it is clearer or presents a local angle. The rewrite might involve rearranging or deleting some of the story's information.

Ask students how the interpretation of an event might change as a news story passes from one journalist to another.

Step 5. Return the survey to students and have them discuss their original responses to the survey questions.

Step 6. Ask students to answer the questionnaire again.

Follow-Up:

1. Have students develop an international current events test to assess the level of global awareness in their school or community. If the students find their school or community lacks information about important national and international news, have them discuss how the situation could be improved.

2. To be competent and effective world citizens we must know as much as possible about what is happening in our global community. Discuss the problems that might arise if we, as citizens in an increasingly interdependent world, were to base decisions on incomplete or biased information.

3. Show your students "The Clouded Window," a videotaped documentary produced by WGBH, Boston. This videotape, part of WGBH's program The World, provides an excellent introduction to the problems of perception and interpretation in television news coverage. The film calls this problem "global myopia syndrome." Read aloud a dictionary definition of "myopia" and have students write a paper called "The News Media's Global Myopia Syndrome."

Title: WHAT IN THE WORLD?!

Introduction:

Because of the tremendous growth in the net range and impact of informational technology, the power of the media to shape society's values, attitudes, and priorities has increased. The media are truly global. In this activity students will examine different media descriptions of individuals and events and they will draw conclusions as to the media's diverse nature and power.

Objectives:

To compare, contrast, and evaluate the use of language in different media accounts

To realize the power and influence the media wields and to observe how it shapes public attitudes, values, and priorities

To develop an ability to discriminate between fact and opinion in different media reports and to evaluate the information provided in news accounts

Grade Level: 11-12

Time: One class period

Materials: Handout #2, "Clues"

Procedure:

Step 1. Handout #2, clues for round #1, describe Ronald Reagan. You should research and provide the remaining three rounds. Obtain six to ten different quotes and/or descriptions of one individual or event from a variety of current news sources (i.e., radio, television, newspapers, or magazines.) Copy each clue onto a separate card and list the source underneath. You will need from eighteen to thirty clues total.

Step 2. Divide the class into teams of two players each.

Step 3. The objective of the game is to guess what individual or event the clue cards describe. Read out loud, one by one, the clue cards. Tell students when and where the quote was published. However, in the case of a direct quote you should not name the person who is being quoted. The teams should quietly discuss each clue after it is presented. Each team should write their guess on a folded slip of paper when they think they have heard enough clues. Some teams may be ready to guess after one clue; others might need more information. Each team may guess only once as to the correct answer. If they guess incorrectly, they are eliminated.

Correct identification on the first clue is worth 100 points; second clue, 90 points; third clue, 80 points; and so on. At the end of the game, the team with the greatest number of points wins.

Step 4. Read the first clue aloud to each team. Team players may confer with one another but should use caution so that other teams do not overhear. If a team wishes to guess at this time, they should pass their guess to you on a folded slip of paper. Remember, a wrong guess eliminates a team from the game.

Step 5. As each team delivers their written guess, silently note whether it is correct and number it (e.g., 1, 2, 3) according to the number of the clue after which it was received. Read successive clues until all teams have turned in their guesses.

Step 6. Tally each team's score, then play rounds 2, 3, and 4. Additional rounds may easily be added by assigning students to research clues.

Debriefing:

1. What clue enabled you to make a correct identification in each case? Why?

2. Why were some of the clues ambiguous or difficult? What other information did the clues provide? Did they demonstrate fact? Opinion? Description?

3. Did you believe all the information in the clues? Did they influence your opinion of the person or event they described in any way? Does the language used in news reporting or the way in which the news is presented ever influence your opinions and values? How?

4. Make a list of the words on the clue cards that you think are: (1) factual, (2) opinionated, or (3) highly opinionated. Which clues, in your opinion, represent good news reporting? Which do not? Why?

5. Take all the clue cards and group them according to the type of media from which they are drawn (newspapers, radio, TV, magazines) Do the clues in each category appear to be similar in any way?

6. How is newspaper journalism different from TV, radio, and magazine news? What makes each form of media distinctive?

7. From what media sources do you obtain news information? Which source do you think provides the most accurate and unbiased news coverage?

Follow-Up:

1. Instruct the class to: (a) watch a news program, (b) listen to radio news, (c) read one daily newspaper, and (d) read one weekly news magazine for one week. Assign each team to cover a different individual in the news or a news event throughout the week. Have them compare and contrast the ways in which different forms of media report the same events.

2. Show your students "The Clouded Window," a videotaped documentary produced by WGBH, Boston. This videotape, part of WGBH's program The World, provides an excellent introduction to the problems of perception and interpretation in television news coverage.

3. Read and react to "Rise of the Newsocracy" by Louis Banks, Atlantic Monthly, 1/81, p, 54-59. (An excellent article on the power of the media in America.)

II. PRINT

Title: A GLOBAL MAGAZINE

Introduction:

All of us are exposed to news about celebrities such as politicians, athletes, and movie stars by magazines, newspapers, television, and radio shows that specialize in "personality" journalism. Many of these celebrities affect local, national, and/or international events. People magazine and CBS television's Sixty Minutes are American examples of this genre. In this activity students will produce a "Global Magazine" focusing on individuals they choose to feature. The celebrities should be from a variety of cultures. Also, they do not have to be alive. Students may reach back into history to report about celebrities such as Julius Caesar.

Objectives:

To have students suggest a format and articulate an editorial philosophy for a magazine that would be of interest to a world-wide readership

To introduce students to the limitations of media that focus almost entirely on personalities and to encourage them to discuss the implications of these shortcomings

To research, write, edit, and paste-up a global magazine

To help students become aware of their own perceptions, and the perceptions of others, about individuals who are or were important historically and cross-culturally

To help them see how these perceptions are affected by the media

To help students understand the important contributions many individuals have made that have shaped our world

Grade Level: 6-12

Time: Four to ten class periods

Materials: Magazines
History books
Paper
Paste

Procedure:

Step 1. Discuss with students a definition of global perspective. Emphasize the importance of this theme in their magazine. Point out that in the global community the world's political, economic, and social systems are interdependent; it is important to understand and appreciate human commonalities and differences; and we should be aware of how perceptions, values, and priorities differ by culture.

Step 2. Divide the class into editorial teams. Tell them a wealthy international foundation has decided to establish a monthly global magazine that will focus on prominent historical and contemporary personalities, individuals who have made significant (positive or negative) contributions to our world (i.e., in politics, music, film, art, economics or technology).

Each editorial team must compete for the right to publish the magazine. The foundation will base its choice on preliminary drafts submitted by each team. Each team will have a set number of days in which to prepare its prototype magazine, which should feature ten global personalities including pictures and a story about each celebrity. The teams will present their finished products to the class and to an independent jury. The jury might include students, teachers, administrators, community newspaper journalists, and parents. The jury will select and announce the winner.

Debriefing:

1. Ask the teams how they decided on the celebrities they chose to feature in their magazines.

2. What qualities were most important in the famous people they chose? Least important?

3. Did sex, nationality, race, or religion play any role in a team's choices?

4. If any students disagree with the jury's choice, why? What would they propose as an alternative?

5. Why is or isn't the winning magazine global?

6. Discuss the difficulties in reaching consensus on what a global magazine should cover.

7. What role did perceptions/misconceptions about other cultures or people play in the editorial teams' choices or rejections?

8. Does each team think its magazine reflected a global perspective?

9. Have students compare their global personality magazines with the personality-oriented magazines so popular in America today. Would you say that the latter contribute to or hinder the development of a global perspective in America?

Follow-Up:

1. Invite local newspaper, TV, or radio journalists to visit your class to discuss the global nature of their work. Ask them if they think the information they report contributes to or diminishes our understanding of the world today.

2. Survey your school or community to assess the kind and quantity of global information people get from the newspapers they read or the TV programs they watch.

3. Have students continue producing their global magazine throughout the school year.

Title: WORLD NEWSPAPER PASTE-UP

Introduction:

In this activity students clip newspaper articles pertaining to global topics and paste-up the front page of a mock World Newspaper. In shaping the front page news, students will begin to understand the relative importance of some news events as well as being introduced to the process of doing a newspaper layout.

Objectives:

To analyze the relative importance of current global events

To experience what it is like to shape the news

To create a front page of a newspaper that focuses on important global issues

To show students that local, state, or national articles may have global implications

Grade Level: 5-12

Time: One to two hours

Materials: Newspapers
Scissors
Construction paper
Glue or paste

Procedure:

Step 1: Bring enough newspapers for each student in your class. Have students divide into groups and clip articles that have to do with global events. During this activity there are usually questions raised about whether articles concerning local, state, or national topics can be considered global. If such questions are raised, take some time to have the class discuss the articles.

Step 2. Announce to the class that each group is to construct the front page of a newspaper. Briefly discuss how newspapers reflect the attitudes of the people on their staff so that the placement of stories and photographs depends on the relative importance the staff assigns to the various stories at the top of the page. Point out how headline size, graphics (art work such as maps), and photographs signal a story's importance.

Step 3. Distribute glue and construction paper. Tell students they may want to cut (shorten) stories in order to include all the stories they want on the front page. Explain that the least important facts in a news story are usually placed at the end so that is where they should cut the material. Instruct the students to rewrite their headlines to fit their layout.

Step 4. Post the front pages around the class. Compare and contrast the relative importance of stories according to their placement on various pages.

Debriefing:

1. What type of story was given the most "play" by different groups?

2. What criteria did the groups use to decide what global stories would be most meaningful for their readers?

3. Were many front pages covering the same areas, but using different headline titles?

4. Which newspaper was the most global in its approach? Why?

Follow-Up:

1. Invite a staff member from a local newspaper to class to discuss newspaper layout and to comment on students' work.

2. Set aside a day on which students bring to class many different newspapers. Have them compare coverage given to certain global events. Discuss the world view of the various newspapers.

Title: PUTTING TOGETHER THE NEWS PUZZLE

Introduction:

A newspaper is like a jigsaw puzzle. Each story, news short, editorial, cartoon, and photograph is a piece of the puzzle But how do they all fit together; how do they interrelate to form a daily picture of the world, our nation, and our communities? In this activity students read newspapers to find stories and photos that are interrelated in one way or another. Then, they organize the stories on "new grids" that help them assemble the news puzzle. We live in a global community What happens in one country may affect another; what happens in our home towns may affect the nation and the world.

Objectives:

To recognize the interconnectedness and interdependence of current events

To analyze international events in terms of their relationships to one another

To demonstrate the systemic nature of world affairs

To analyze how well newspapers cover world news

To analyze how well newspapers demonstrate an understanding of the interconnectedness of current events.

Grade Level: 6-12

Time: Four class periods

Materials: Handout #3, "Most Important Story News Grid"
Handout #4, "My Place in Current Events News Grid"
Daily newspapers
Markers or crayons
Butcher paper or construction paper

Procedure: DAY ONE

Step 1. Ask each student to bring to class a single issue of a daily newspaper. The paper should cover foreign news as well as national and local stories.

Step 2. Have students skim their papers for about one-half hour. Ask each to select a front page story that is the most important one of the day. This should probably be a national or international story.

While skimming their papers, students should select four other articles (these could be news, features, editorials, columns or even captioned photographs) directly related to the main stories. For example, a main story about inflation might be directly tied to other news about energy price increases, retail business decreases, and workers' strikes.

Step 3. Have students skim their papers a second time for fifteen minutes. They should find four more clippings (these may include political cartoons or comic strips) that relate directly to their secondary articles. A feature about a department store going out of business might be directly connected to news about retail declines. Indirectly, it might be tied to the inflation story.

Step 4. Distribute Handout #3, paper, paste, and marking pens. Explain that the news grid on Handout #3 is a diagram of how students should arrange their clippings on paper. The main story should be pasted in the center of the page. The circles indicate where the secondary stories should go and the triangles mark placement of clippings which are directly connected to the secondary ones.

Step 5. Allow students time to paste-up their stories.

Step 6. Ask them to draw lines, using a red marker, from their secondary articles to their main story. Then tell them to use the green marker to connect the tertiary stories to the secondary articles to which they relate directly.

Step 7. Ask students to write a brief explanation on each line of the relationship between the articles the line connects. To further the example presented earlier, a student might write the following description on a line connecting the stories about inflation and retail decreases: "Retail business slumped because people have less money to spend due to inflation."

Step 8. Have students carefully inspect their news grids to see if any of their secondary stories relate to each other and should be connected by lines. What if energy industry employees are the group concerned in a story about a workers' strike: that secondary story might be connected to the one about energy price increases. Although energy prices are rising, perhaps the workers' wages are not and that, among other grievances, is the reason why they are striking.

Step 9. Have the class discuss the exercise. Ask whether it made students more aware of the interconnectedness of news events. Ask students to discuss some of the connections they drew between stories.

Step 10. Tell students that tomorrow they will play a slightly different version of the news puzzle activity, so each must bring to class another edition of their family's daily newspaper.

DAY TWO

Step 1. Distribute paper, markers and Handout #4.

Step 2. The students should choose one central story which is of greatest importance to each of their lives. They should then select other articles and features which are directly related to this story. Finally, they should select a number of articles that are directly connected to the ones in the secondary group.

Step 3. Repeat Steps 4 through 8. An example of a story that could directly affect a student's life might be one that concerns the continuing energy workers' strike. Perhaps one of the student's parents is one of the striking employees.

Step 4. Discuss the second news grid. Compare and contrast it to the news grids the students completed yesterday.

Debriefing:

1. In what ways are the nations of the world interdependent?

2. How do world, national, and local events affect your life?

3. How much foreign news does your daily newspaper provide? Is it enough so you can be well informed about world affairs?

4. How can international events affect national and local affairs?

5. How can local events affect the nation? The world?

6. While skimming your paper, did they find any local stories that were also national or international stories?

7. In your opinion, will the nations of the world become more or less independent in the future?

8. What kind of events might occur to increase or decrease independence?

Title: IS A PICTURE WORTH A THOUSAND WORDS?

Introduction:

We constantly depend on visual sources of information. For example, when we skim a newspaper, we not only read the stories, but we "read" the accompanying photographs. Newspaper photographers avoid posed shots. Instead, they attempt to shoot candid photos and action pictures. They catch politicians scowling during rare, unguarded moments; document the ravages of an inner-city riot as it storms on; and snap portraits of split-second actions such as a baseball player leaping gracefully for a fly ball. They try to tell a story in their photos. But is it the whole story? There is an adage that says, "A picture is worth a thousand words." Is it?

In this activity students examine the difficulty of expressing information through photographs and the concommitant problem of viewers misinterpretating that information. We all sometimes stereotype people and judge them at first glance, but to what degree?

Objectives:

To recognize that people interpret photographs differently, depending on their backgrounds and frames of reference

To make students more aware of the photojournalism they see in newspapers, magazines, and television

To compare and contrast what students consider to be successful newspaper and magazine photos

To draw conclusions as to the type of information photographs can and cannnot provide

To recognize the benefits and the problems involved in using photographs to provide information

Grade Level: 7-12

Time: One class period

Materials: Photographs

Procedure:

Step 1. The teacher should bring to class photos of four different individuals or groups of persons involved in one action (e.g, a peasant harvesting crops, a man being arrested by police, a politician shaking hands with voters). Ideally, these pictures should be provocative, somewhat mysterious and have accompanying stories or long captions. Pictures of men and women from disparate sections of American society and from other cultures should be used. Good photograph sources include newspapers and magazines such as Redbook, National Geographic, Geo, Time, Life, Newsweek, The National Enquirer, and People. Note: this activity may be done solely with photos of individuals, or solely with group action shots, or with a combination of the two. The group action shots should illustrate persons who are in conflict, or engaged in a cooperative task, or who are interacting in unusual ways.

Set aside the photos' accompanying stories or captions to read to students after they finish viewing and writing descriptions of each photo.

Step 2. Display one of the photos in class. Ask students to study it carefully, then to describe it in twenty-five words or less. If it pictures an individual, students should include the following information in their description: the person's nationality, age, occupation, annual income, what the person is doing in the photo, and why. If you use action shots the students should describe: what is happening in the photo and why, who is participating in the action and their ages, nationalities, occupations, and annual incomes.

Step 3. Repeat the above process for each photo.

Step 4. If the first photo you presented was of a single person, analyze students' responses in the following way. Draw five columns on the chalkboard. Label them "Nationality," "Age," "Occupation," "Annual Income," and "What is Happening." Have students read aloud their descriptions of the mystery individual. Note the characteristics and situations they describe in the appropriate columns on the board. Tally the results. How many different ages, occupations, and so forth did students suggest? Have students compare and contrast their responses. Action shots can be analyzed in a similar fashion.

Step 5. Read aloud the story, or parts of the story, that appeared with the photo. Compare and contrast this information with students' accounts of the photo's subject(s). Ask students the following questions:

On what elements or clues in the photo did students base their descriptions of the person or action pictured? What was the most significant feature about the person(s) or the action?

What information does the written story provide that cannot be pictured in a photograph?

What types of information can photos provide? What other information would a viewer need before understanding the significance of a photo?

Does photojournalism in newspapers and magazines and on TV aid us in understanding the news? Why or why not?

Step 6. Repeat steps 4 and 5 for each photo you show the class.

Debriefing:

1. How can first impressions be misleading? What are stereotypes?

2. What information about a person or a situation can you accurately assess on first glance?

3. What affects the way we perceive a person or situation on first glance? What helps form the stereotypes which come to mind when we view people or situations with which we are unfamiliar?

4. What is photojournalism? How does a newspaper or magazine photo differ from home snapshots?

5. Can photographers express their views about a person or a situation through the pictures they take? What outside forces might affect the way a photojournalist shoots pictures? For example, what kinds of problems might a photojournalist have to overcome in shooting pictures of a war, a riot, a forest fire, or a football game?

6. Is it possible for a photograph to mislead a viewer if it is not accompanied by a story? Is the opposite possible?

7. Which is more important, a written news account or the photos that illustrate it?

8. Is a picture "worth a thousand words?"

Follow-Up:

1. Show students the "The Clouded Window," a videotaped documentary produced by WGBH, Boston. This videotape, part of WGBH's program The World, provides an excellent introduction to the problems of perception and interpretation in news coverage.

2. Invite a local newspaper or television photographer to class to discuss his/her work.

3. On a specific night, assign students to watch the evening news, but to turn the sound off. Ask them to write a one page account of what happened in the news that day. They should avoid newspapers and radio broadcasts, and should base their reports strictly on what they saw on TV. In class the following day, ask students to discuss their experiences doing the assignment. Were they able to understand what was happening in each story they saw? If not, what kinds of information did they need that the filmed footage could not or did not provide? Bring a daily newspaper to class so the students can compare its coverage of major stories to their visual accounts of the same news.

Title: REAL FOLK LITERATURE

Introduction:

People's perceptions of reality often are shaped subtly. All we see and read help shape the picture we have of ourselves, others, and the world. Comic books, radio, TV, and Hollywood all influence Americans. For example, American comic books depict the People's Republic of China (P.R.C.) far differently than do comics from that country. The purpose of this activity is to allow students to draw conclusions about the cross-cultural differences and similarities that exist between two countries. by comparing comics, a form of folk literature.

Objectives:

To read comic books from Red China and the United States

To discuss stereotyping and propagandizing in these comics

To examine stereotyping and propaganda in a cross-cultural context

To compare and contrast attitudes toward World War II (WWII) enemies in the P.R.C. and the U.S.

Grade Level: 6-12

Time: One hour

Materials: American and Chinese comic books*

Procedure:

Step 1. Pass out comic books to students. You may want to ask your students to bring their own American comics from home. Try to limit them to WWII comics or superheroes--The Phantom Tank, Sgt. Rock, or any superhero "mag" that concerns conflict between two different "beings" will work well. (Mao-Tse-Tung might be considered a "superhero" in Chinese comics.) In some Sgt. Rock mags the "krauts" are pictured as being as

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*Order Chinese comics from: China Books and Periodicals, Inc., 2929 24th Street, San Francisco, CA 94110 (415) 282-2994.

frighteningly strange as many of the alien creatures and villains that populate superhero comics. Modern comics treat modern themes seriously and work well in this activity.

Step 2. Allow students time to finish one comic each from the U.S. and from the P.R.C.

Step 3. Ask them to find five examples in each comic of statements and/or pictures that show the following characteristics: (a) stereotyped; (b) misleading or unclear; (c) biased or propagandistic; (d) offensive or slanderous; and (e) outright falsehood.

Step 4. Ask for volunteers to explain why they think the examples they chose show propaganda, falsity, and stereotypes.

Step 5. Students might choose the most blatant examples in each category and write them on the board.

Debriefing:

1. Which comics are more slanted and why?

2. Why do you think the writer/artist uses obviously biased and false statements?

3. Do you think these comics are aimed at a particular mentality or age group? If so, what age group or mentality?

4. Do you think these readers take the literature seriously?

III. BROADCAST

Title: THAT WAS THE WEEK THAT WAS

Introduction:

Television news editors and reporters daily confront an enormous volume of complex events, all of which they cannot fit into one news broadcast. Nor do TV stations have enough reporters or camera technicians to research every story. They must select, research, and condense the stories they think the public wants to or should hear. An average television news story lasts from ten seconds to three minutes and is composed under tremendous deadline pressure.

In this activity, students put together a television news show of their own that recaps the week's international events. By editing the news, they learn that the stories aired on television are a highly selective version of reality.

Objectives:

To recognize the selective quality of television news

To analyze the importance of events reported in the news

To create a fifteen-minute news program emphasizing global events

Grade Level: 6-12

Time: Three to six hours

Materials: Handout #5, "Story Board"
Newspapers and news magazines (from the preceding week)
Paper
Pencils
Typewriters
Videotape recorder
Stop watches

Procedure:

Day 1. Announce to the class that for the remainder of the week they will divide into groups of six or ten and act as television news teams. Tell the groups their task within three to five days, is to create a global television news program that meaningfully covers the past week's events. The program's title is "That is the Week That Was." They may include as many stories as they wish in their programs and the programs should last one class

period. Emphasize that quality, not quantity, is what counts. Their news programs should objectively cover events and provide some in-depth analysis.

Before groups begin their work, briefly discuss the five Ws of journalism: who, what, when, where, why, (and how much).

Raise questions about the different formats students could use for their productions. Should they cover weather and sports? Should more than one person anchor the show? Which stories should be presented first in the program? What story should end the program? Where should they place commercials? How many and what kinds of commercials?

Distribute Handout #5 and stop watches to the groups to use in planning their productions. (Give each person at least two copies of the Story Board.) Tell groups they should delegate responsibility among themselves. Each person should plan on filling one of the following roles: anchor person(s); reporter(s); news editor(s); director/assistant director; advertising director/actors; camera operator (if a videotape recorder is used). Allow groups to begin gathering news stories. Stress the importance of making the news meaningful for the average viewer.

Day 2. Each group should have a rough draft of their story boards and information for each of their stories. Announce that because of the time needed to cover other course work, you will need them to limit their presentations to thirty minutes. Allow students time to continue planning and rewriting.

Day 3. Announce to the class that you miscalculated the time available for the project and that their program may be only twenty minutes long.

Day 4. After class is well underway, announce that the programs must be cut to fifteen minutes.

Day 5. Present news programs.

Debriefing:

1. How realistic was your experience? Why do you think you were asked you to keep cutting your news programs?

2. Do news teams really operate under deadline pressures similar to the ones you experienced?

3. What stories did your group consider most important? Why?

4. What stories were included in your program plans at the beginning of the week, but were excluded from the final production? (Point out that not all groups discarded the same stories.) Why?

5. Did your team set standards on which it based decisions as to what stories it would report? What were those standards?

6. How well did the various groups perform? Did they make the news meaningful? In what ways did deadline pressure distort the news?

7. Did you base your format on a particular news program on television? How did you decide on your format?

8. How did your team work under pressure together? Why did or didn't your group work well together?

Follow-Up:

1. Show your students "The Clouded Window," a videotaped documentary produced by WBGH, Boston. This videotpae, part of WGBH's program The World, provides an excellent introduction to the problems of perception and interpretation in television news coverage.

2. Invite a local news commentator to review students' productions and to discuss television news.

3. Do "Timekeepers and Counters" activity on the following page.

Title: TIMEKEEPERS AND COUNTERS

Introduction:

Split-second timing, brevity, superficiality, and magnetism are all characteristic of that popular American institution which rivets viewers' attention across the nation as no newspaper can--the evening TV news broadcast. It is a variety show of world, national, and local news spiced with sports and weather reports.

In this activity, students analyze the evening news by methodically timing, counting, and listing its stories. By studying its parts, they learn about TV as a whole.

Objectives:

To become more aware of the content, depth, and quality of television news

To recognize the difficulties television journalists face in reporting the news

Grade Level: 6-12

Time: The duration of at least one evening TV news broadcast (including the local and national segments) and one class period

Materials: Handout #6, "Timekeeper's Chart"
Handout #7, "Counter's Chart"
Stopwatches (or watches with second hands)
Pencils

Procedure:

Step 1. Divide class into three "news analysis teams." Assign each team to watch a different network's evening news broadcast for one night. Name the teams according to the networks they observe, i.e., ABC, NBC, CBS.

Step 2. Split each team into two subgroups called the "timekeepers" and the "counters." Two-thirds of each team should be timekeepers. The former will need either stopwatches or wristwatches with which to do their work.

Step 3. Distribute Handouts #6 and #7. Each student should receive a copy of the handout appropriate to that subgroup.

Stress to students that this is not a scientific survey and that no definite interpretation can be placed on any of the statistics they gather. But, the assignment may give them a better idea of the length, content, and depth of TV evening news reporting.

Step 4. Explain that the timekeepers will work in groups of two. One will use a stopwatch to time news stories, while the other fills in the "Timekeeper's Chart." The stopwatch partner should time all the stories presented and note the following: (a) the first five international stories, (b) the first five national stories, (c) the first five state stories, (d) the first five local (city, county, regional) stories, (e) the entire sports report, and (f) the entire weather report. Explain that in some cases, a regular news story may fit more than one category. One example, of international news that also would be a local story, might be the visit of a powerful foreign leader to the region in which the students live. Also explain that individual sports or weather stories (e.g , the Olympics or a hurricane) may be considered top international stories.

After each story is timed, the stopwatch partner should call out its time to the note taker, who has already written a brief description of the story in an appropriate column of the Timekeeper's Chart. The stories should be listed on the chart in the order in which they are reported. A story about a terrorist bombing in Israel, for example, might be noted in the International Column in this way: "Terrorist Bombing--Israel."

Step 5. Tell the Counters they will work individually at home, then will compare their work in class the next day. Each counter should list every story as it is reported in the evening news. This can be done by giving each story a short description of three or four words. At the same time, counters should note whether each story is international, national, state, local or a combination of two or more categories.

The counters need not list sports or weather stories unless they are top news of the day.

When their lists are completed, they should tally the number of stories in each category.

Step 6. Divide the class into three news analysis teams (ABC, CBS, and NBC) so they can discuss their findings. Each team should combine the data gathered by the timekeeping couples and counters and their findings to the class.

Step 7. Compare and contrast the Timekeepers' and Counters' charts, to see how each network differs. Ask:

Did each network news show present the same lead international story?

What was the first international story each network presented? Did they all highlight the same story? If not, why not? Compare the networks' lead national, state, and local stories. How did they differ?

Which network presented the most international stories? The most national stories? State? Local?

What were the longest stories each network showed? Were these all national and international stories?

Was it difficult to time all the stories? Did any of the timekeeping partners fail to time any of the stories?

Was it difficult to describe a story in three or four words? Did any of the counters or the note takers for the timekeepers fail to write a description of any of the stories they watched?

Excluding sports and weather, about how many stories were reported by each network?

What were the your general impressions of the shows you watched?

Did you think the stations provided too much or too little global news? What about national, state, or local news?

Step 8. Tell students which network has the highest rating for its evening news. You might call the local network affiliate stations to find this information. Was it the station that provided the most international and national news, or the one that gave more state and local news? In fact, did any of the stations provide considerably more state/local news than international/national news?

Debriefing:

1. Did TV news coverage vary by network? If it did, what were some of the differences?

2. What kinds of problems might a TV news team face in researching the news? In writing it? In presenting it?

3. Have you ever watched a TV news documentary or "magazine" such as Sixty Minutes? How do these differ from regular evening news?

4. Can TV provide more, less, or the same depth of news coverage newspapers provide? Does it?

5. Could you be well informed about daily events ranging from the international to the local if you watched only TV news?

Follow-Up:

1. Have students watch the evening news again for one evening and bring a daily newspaper to class that discusses the same stories they saw on TV. Allow them time in class to skim their papers. Ask them to compare TV and newspaper coverage of the day's leading stories.

2. Invite a newspaper editor or reporter and a TV news editor or reporter to class to debate the respective virtues of print and broadcast journalism.

Title: PROGRAM DIRECTOR

Introduction:

Acting as program directors for television stations in other countries, students plan a program schedule they think most accurately presents the "real" U.S.A. Students must choose actual programs and commercials from television or invent their own programs and commercials for this activity. Through examination of their selections, students will not only be able to see the different viewpoints presented by their classmates, but also what effect particular countries had on their program choices.

Objectives:

To examine one's own world view

To examine stereotypes one may or may not have of the U.S.A and other countries

To analyze television programs that give representative views of American life

To practice devising a program schedule complete with commercials

To discover the role of the media in shaping perception of people around the world

Grade Level: 6-12

Time: Two to six hours

Materials: Handout #8, "Broadcast Schedule"
Handout #9, "Station Cards"

Procedure:

Step 1. Distribute Handouts #8 and #9. As an alternative you might want to simply assign each student a different city in one country. Otherwise, each student will have to research the assigned country. Inform the class that each of them has been promoted to program director of a television station located in the city indicated on their station cards. As program directors they will have a great deal of leeway in choosing programs from past and present TV shows. Their first

assignment will be to choose or create programs for a 6:00 p.m. to 12:00 p.m. time slot. If they decide to create programs, they must describe them as well as give a rationale. All programs should emphasize the theme "The Real U.S.A."

As director of programming, they are to decide from their own experiences, TV viewing, and knowledge of the U.S.A. what kinds of programs will be presented. Remind students that they will also have to take into consideration who their audiences are and what kinds of programs will hold their audiences' interest. Therefore, some research of the country and its people will be necessary. Also, tell the students that they will have to plan commercials for the programs--one minute of commercials for every fourteen minutes of programming. Again, remind the students that these commercials are to be about products they think the people of these countries would buy. Finally, tell the students that in addition to filling out the broadcast schedule, they are to write a one-page rationale paper explaining why they chose certain programs and commercials.

Step 2. Allow students time in class or outside class to research countries and plan schedules. Time may vary in accordance with class schedules and facilities.

Step 3. Have students present schedules and rationale papers to the class.

Debriefing:

1. Did your broadcast schedules present a similar view of the real U.S.A.? If not, how did they differ? Why?

2. What TV programs and commercials were used the most in the broadcast schedules? Why?

3. Did the program schedules present an accurate view of the U.S.A., or merely a view that we would like the world to have of us?

4. Were the program choices based on the stereotypes we have of the people from other countries or was it based on some solid research? Discuss the problems you had tailoring your programs and commercials for your countries.

5. How do you think people from other countries see people from the U.S.A.? Where do you think they get these impressions?

6. How do we form our impressions or stereotypes of people from other countries?

Follow-Up:

1. Invite some foreign students to class and have them describe their previous impressions of the U.S.A. Now that they have lived here, which of those impressions have changed? Which ones have remained the same?

2. Have students who have visited foreign countries discuss what their previous impressions were of the countries and the people they visited and how those impressions changed or remained the same.

Title: TOP 40 POLITICAL PROTESTS

Introduction:

Popular music--rock, country-western, disco, and others--is a powerful force for social change. With the development of radio, the ability of music to affect listeners' attitudes increased dramatically. Today "Top 40" rock and country-western stations are firmly entrenched in American radio. In the US these stations play their most popular hit songs an average of once an hour. Constant repetition reinforces a song's message in the listener's mind.

Radio's global airwaves enabled the Beatle's music to penetrate the Iron Curtain and helped disco become popular in China. In our own nation, the influence of country-western music has recently spread like wildfire. It is popular in large metropolitan areas as well as in small towns and in the country. You may never have seen a cow except in photographs, but you have probably heard a country-western song on the radio. Songs such as Max D. Barnes' "Dear Mr. President" and "In America" by the Charlie Daniels Band are political ballads that can affect listeners' political opinions. "Dear Mr. President" concerns numerous social ills, such as inflation, that beset America. It also is about leadership and the uses and limits of authority. It is a song harshly critical of Jimmy Carter's presidency, whereas "In America" might be described as being a country-rock national anthem. Its message is proud and defiant patriotism.

In this activity students analyze the political attitudes espoused by "Dear Mr. President" and "In America," then compare those viewpoints to their own opinions.

Objectives:

To recognize that popular music is important because it is a reflection of the society and the times from which it springs

To become more aware of how radio affects political and social attitudes through its broadcasting of popular music

To research and analyze the impact of songs that express political or social messages

Grade Level: 6-12

Time: Two or three class periods

Materials: Handout #10, "Presidential Qualities Poll"
Handout #11, "Dear Mr. President"
Handout #12, "In America"
Recordings of the above songs, if available

Procedure:

Step 1. Distribute Handout #10 and ask students to answer the questions. Afterwards give the students Handout #11 and #12 and play the recordings of "Dear Mr. President" and "In America." After the students have heard the songs, tell them to look at Handout #10 again and see if they want to make changes

Step 2. Discuss the answers students wrote on Handout #10 and the changes they made after they heard and/or read the words to "Dear Mr. President" and "In America." Ask the students: Why do you think your attitudes changed after hearing the songs? How might such songs affect you if you heard them on the radio once every hour?

Step 3. Have some students bring in examples of songs (especially political songs) that are popular on radio. Tell those students to also make a questionnaire to give to the class before they play the song. After the songs are played, ask the students to discuss whether or not their attitudes were changed after hearing these songs.

Debriefing:

1. According to "Dear Mr. President," what should a nation expect of its leaders?

2. What do you expect of the government? What kind of person do you think the President should be? What kind of powers should he/she hold? Write a 300-word page on this topic.

3. What do you think the American public wants and expects of a President?

4. When do you think "In America" was written? To what world or national events may it have been a reaction? (It came out shortly after the American hostage crisis occurred in Iran and following the Soviet invasion of Afghanistan in the winter of 1979.) What clues in the song led you to your answer?

5. What role should the U.S. play in world affairs?

6. What does "In America" refer to when it ways that "This lady may have stumbled/But she ain't never fell?"

7. What events develop nationalistic pride and other related feelings?

8. What are the positive and negative consequences of a surge in nationalism?

9. How might someone from Russia react to "Dear Mr. President" or "In America?" Someone from France? China? Latin America? Britain?

10. Should the U.S. allow such songs to be played on the radio?

11. If you could not hear political songs on the radio, how might you become aware of them? How could their influence spread?

12. How often do you listen to popular music on the radio? Do you ever buy records or tapes because of songs you heard on the radio? Can you think of any songs you like that have a political or social message?

Follow-Up:

1. Ask students to write a paper that compares and contrasts the role of the American President to the roles of foreign leaders? This may require library research.

2. Have students write a paper that compares "In America" to "America the Beautiful" and "The Star Spangled Banner." Have them write their own poems about America which could be set to music.

Additional Activities:

The United States, Britain, and other western nations are not the only ones in which political unrest is expressed through popular song. For example, "To Gelasto Pedi" (The Cheerful Boy) is played on radio and in department stores in Greece, a country well known for its political oppression. The song concerns a student who is killed in a political demonstration.

In countries where freedom of speech is limited or nonexistent, protest music often flourishes by word of mouth and through underground networks. In the USSR songs about labor camp experiences are disseminated by means of tape recordings. Chilean songs of social protest and struggle such as "El Pueblo Unido Jamas Sera Vencido" (A People Will Never Be Defeated) and "Hacia La Libertad" (To Liberty) were banned after the military takeover of 1973, but they remain popular.

1. Assign students to research political and social protest songs from foreign countries. They might do this by talking with foreign language instructors or by calling record stores and foreign language radio stations. It would be ideal if they could obtain English translations of these songs.

2. Play a recoding of "Brick in the Wall" by the British rock group Pink Floyd. After students have listened to the song, discuss the message:

   What is the song's message?

   Do you agree with the song's attitude toward education and life in general?

   Is formal education important?

   Have you ever heard this song before?

You might want to have students compare "Brick in the Wall" to other education related songs, such as "My Generation" by the British rock group The Who, or "Teach Your Children Well" by the American group Crosby, Stills, Nash, and Young.

Select a category of protest songs (e.g., songs about feminism, poverty, social injustice, war, and revolution) to discuss in detail. The following list catalogs some American, British, and Latin American popular songs available on record. All, at various times over the past twenty years, were played on popular radio in the US.

LIST OF PROTEST SONGS

These three songs are American and were written during the Vietnam War era.

"Alice's Restaurant Massacree," Arlo Guthrie, Alice's Restaurant, Arlo.

"Feel Like I'm Fixin to Die Rag," Country Joe and the Fish, Van Guard.

"Ballad of the Green Beret," Sgt. Barry Saddler, Ballad of the Green Beret, Columbia.

This song could be popular during any war.

"The Universal Soldier," Buffy St. Marie, Festival of Acoustic Music, Fantasy.

This song is about the American Civil War.

"The Night They Drove Old Dixie Down," Joan Baez, From Every Stage, A&M Records.

These two songs are from England and concern the social and political unrest of the late 1960s and early 1970s.

"Revolution," Beatles, Hey Jude, Capitol.

"Street Fighting Man," Rolling Stones, Rolling Stones, London.

This song is from the Republic of Ireland and is about the country's struggle for freedom from England.

"Patriot's Game," Judy Collins, Whales & Nightingales, Elektra.

It would be best to obtain an English translation of this song which concerns a Cuban patriot's exile from his homeland, his subsequent return, and his politically motivated death.

"Guantanamera," Sandpipers, Sandpipers Four Sider, A&M Records.

IV. PRINT AND BROADCAST ADVERTISING

Title: GLOBAL AUTOMOBILES

Introduction:

By inventing and promoting their own "Global Automobile," students become aware of the automobile's limitations in the United States and other foreign countries. This activity is also designed to demonstrate how broadcast and print advertising can manipulate consumers.

Objectives:

To analyze the media's effect on consumers around the world

To create strategies by which consumers can deal more effectively with the media and the auto industry

To draw comparisons between "successful" and "responsible" advertising

Grade Level: 5-12

Time: Two to three class periods

Materials: Handout #13, "Auto Prices and Options"
Handout #14, "Auto Facts and Figures
Handout #15, "Area Cards"
Magazines
Paper
Markers

Procedure:

Step 1. Briefly discuss how television, radio, and print media sources sometimes distort facts in order to make consumers think they need a certain product.

Step 2. Tell students they will play a game in which they will have the opportunity to act as representatives of the automotive division of GLOBAL PRODUCTS, INCORPORATED (GPI). Explain that GPI is a huge, multinational corporation that has a wealth of diverse financial concerns spanning the globe. GPI has decided to compete with the established giants in the automotive industry--Toyota, Datsun. Volvo, Fiat, Volkswagen, General Motors, and Ford. The GPI Executive Director's Board has asked for designs and an advertising campaign for the "Global

Automobile." Each competing group must: (1) draw a picture of the car, (2) name its design, (3) explain why its car is best for worldwide use, (4) write an advertising slogan for the print media and a jingle that can be set to music for broadcast, and (5) prepare a one-page ad for reproduction in magazines.

Step 3. Distribute Handouts #13 and #14 for students to use as guides in designing their cars. Tell students to include measurements on their Facts and Figures charts. Also, remind them that they may have to adapt options on their cars to make them more appealing to the market areas they have been assigned. In addition, they will have to research the geographic (e.g., terrain, road condition) and personal (average family size, per capita income) demographics so the advertising will be tailored to fit their market areas. Students should be able to use such data to explain why they chose a certain design and advertising plan for their areas.

Step 4. Group students into competing teams. Tell them each team member should contribute car design ideas and together act as an advertising team for an area of the world. Give the teams one or more cards from Handout #15. (To make this activity more inclusive, give each group member one or more of the cards and have each tailor the car design and advertising campaign to fit that area.) Each group should receive a card, then prepare a magazine ad (in English) that is appropriate to the interests of the country named on that card.

Step 5. Allow time for the groups to draw, construct, cut, or paste their Car for All Humankind on construction paper; to write a slogan and compose a jingle; and to prepare their area magazine ads.

Step 6. Have each group write both a design rationale and an advertising rationale paper. The papers should be one or two pages long and should clearly explain the designs and advertising strategies.

Step 7. Have everyone in the group sit in front of the class for the discussion of their Global Automobile. Have two people from each group deliver the design rationale and advertising rationale papers, then hold a discussion. Do this for each group. Finally, have a vote and decide which car the class thought was best world-wide use, had the best advertising campaign, and was the car most people would buy.

Debriefing:

1. Which car design is best? Why? Would different cars be better for different global societies?

2. What differences/similarities are there in your car designs?

3. Was the best design also the one that was most successfully advertised?

4. Overall, how successful were your advertising ideas about your cars?

5. Is an ad which is "successful" in selling its product necessarily "truthful?"

6. Can truthful advertising be successful? If no, why not? If yes, why?

7. What advertising strategies did you use to sell your cars? Sex appeal? Fuel economy? Price? Did you remember to use metric numbers to describe the dimensions of your cars?

Follow-Up:

1. Have students find examples of car ads on TV or in magazines that use a variety of approaches to tempt consumers.

2. Invite a car dealer or ad agency director to class to discuss auto advertising.

3. Ask students to watch for auto commercials while they watch TV. How do ads for local dealerships differ from a manufacturer's ads that are designed for national/international distribution?

4. Find examples of auto ads designed to appeal to people of different ages, incomes, educational levels, ethnic backgrounds, and countries. Do some advertising approaches appeal more to men than to women?

Title: YOU GOTTA HAVE IT

Introduction:

In this activity students study "the good life" as it is portrayed in American television commercials and advertisements in magazines from many nations. Students will examine what goods and personal qualities are pictured in American and foreign advertising as being necessary to obtain a desirable lifestyle.

Objectives:

To recognize that print and broadcast advertising often tempt people to buy a product by making people think they need it

To become aware that some things people today perceive as needs were once considered luxuries

To analyze and compare media images from around the world of what goods are desirable or necessary to achieve high status

To explore further the ways in which print and broadcast advertising create needs for products

Grade Level: 6-12

Time: One to two class periods

Materials: Handout #16, "Items for the Good Life" (Presurvey/Postsurvey)
Handout #17, "Visions of the Good Life--U.S.A."
Handout #18, "Visions of the Good Life--Global"
Handout #19, "You Gotta Have It"
Variety of American and foreign magazines

Procedure:

Step 1. Distribute Handout #16 for students to complete. Encourage them to add other items to the list. The results are to be tabulated and later compared to the postsurvey.

Step 2. Distribute Handouts #17 and #18 and explain that the class will be studying advertisements to see how the good life is portrayed. In class, distribute several different U.S. magazines and magazines from foreign nations, such as Soviet Life, Paris Match, and China Pictorials. Have students look

for ads that seem to present visions of the good life. They should jot notes on their handout sheets concerning the ads and the magazines in which they appear.

Step 3. Assign students to take notes of television advertising they watch while at home. They should note in what program and on which channel the ad appeared.

Step 4. Distribute Handout #19. Ask students to answer the questions based on the ads they read and watched.

Step 5. Have students compare, contrast, and evaluate the ways in which visions of the good life vary from TV to magazines and from one country to another.

Step 6. Analyze and discuss the answers to Handout #19. What were the similarities and differences in student responses? How can students account for differences in perception from one culture to another of what is necessary for a good life?

Step 7. Repeat Step 1 above, again encouraging students to add items to the list. Collect the handout and tabulate the results.

Debriefing:

1. What similarities and differences exist between the desires presented in American and foreign magazine ads?

2. Did the ads only present people enjoying the good life?

3. What material goods presented in the ads you read and watched were really necessities? What objects and qualities gave status?

4. Compare and contrast the perceived necessities of your society with those of other societies.

5. What material goods and services are truly necessary for a decent human existence? What human traits? Were these presented in the ads? If so, how?

Follow-Up:

1. Give the results of the presurvey and postsurvey. Were there any changes from the first test? Ask the students why they think there were or were not any changes. Were new items added to the list on the postsurvey? Were they the same items listed on the presurvey?

2. Compare the results of Handout #19 (what the ads said a person had to have) and the results of Handout #17 (what the students thought they had to have). Ask students to write a paper that discusses the results of the two handouts.

Title: GLOBAL ADVERTISING

Introduction:

The purpose of this activity is to demonstrate how advertising is targeted toward "markets." By market we mean the specific group of persons to whom a product will appeal. For example, children are the market at which toy advertising aims. Hence, toy commercials are placed on television at times when children are most likely to be watching.

A secondary purpose of the activity is to introduce students to the multinational corporation (MNC)--a corporation that has operations, investments and subsidiaries in more than one country. Subsidiaries are companies in which corporations own more than half the stock (e.g., Stouffers is a subsidiary of Nestles.*)

The handout that accompanies "Global Advertising" includes numerous ads from an international magazine called Geo that is similar to America's National Geographic Magazine. All the ads, in one way or another, concern MNCs. Some are designed to attract MNCs to a particular country or international bank. In fact, the banks whose ads are included in the exercise are MNCs. By reading and analyzing the ads, students become more familiar with marketing strategy and the phenomenon of the MNC.

Grade Level: 10-12

Time: One to two class periods

Materials: Handout #20, "Magazine Advertisements"
Handout #21, "Largest U.S. Multinationals"

Procedure:

Step 1. Define "market" for students. Ask them to name some markets into which they fit (e.g., ads for soda pop and acne aids are aimed at teenagers).

Step 2. Define "multinational corporation." Ask students to name some examples of MNCs (e.g., Coca Cola, Exxon and other major oil companies, and Nestles).

---

*For convenience, we use this acronym throughout the activity. However, for clarity you should use the term multinational corporation in class.

students why they think corporations have branches in other countries. (e.g., to have access to a foreign market, to secure foreign sources of supply, to have benefits of lower cost production and/or taxes.)

Step 3. Handout magazines or have students bring magazines, especially magazines like Business Week, Fortune, Forbes, Money, The Economist, The Wall Street Journal, Newsweek, Time, and U.S. News and World Report. Have students look at the magazine and then discuss the magazine's content and the kind of reader to whom it might appeal.

Step 4. Distribute Handout #20. Explain that all the ads in one way or another relate to MNCs. Have students look for similar ads in their magazines.

Step 5. Divide students into groups of five to analyze the ads from Handout #20 as well as the ads they found. Have them consider the following questions:

What types of companies are represented? Do some companies appear more frequently than others? Why?

Were all of the ads placed by MNCs?

At what markets do the ads aim (e.g., what kind of customers do you think the Republic of Ireland wants to attract)?

What kinds of clues are there in the art work and text of the ads that help you answer the question above?

Which of the ads were placed by MNCs? Which ones were placed by advertisers that wanted to attract MNCs as customers? Did any MNCs try to attract other MNCs as customers? Which ones?

If you were an executive in an MNC, why might you be interested in the Republic of Ireland ad?

If you were an executive in an MNC, which banking ad would most appeal to you? Why?

What similarities do you see among these ads? What differences?

Step 6. Have one student from each of the groups explain what they discovered from analyzing the ads.

Step 7. Have students list as many multinational companies as they can. Then have students write beside each MNC they listed how many millions of dollars they thing the MNC made in total revenue. Next, have them write how much of that revenue they think is from foreign revenues.

Step 8. Distribute Handout #21. Ask students if any of MNCs on Handout #21 are ones they listed on their papers. How close were they to guessing the revenues? What percentage of each company's total revenue on Handout #21 is foreign? What do those figures indicate? Do they say anything about interdependence?

Debriefing:

1. What does the word "market" mean in advertising?

2. What is a multinational corporation?

3. What are some MNCs that aim their advertising at the teenage market?

4. What are the advantages of being a global company?

5. How do you think businesses and people around the world are affected by the activities of MNCs?

6. What businesses/people would benefit from multinational enterprises? Which businesses/people would suffer?

Follow-Up:

1. Have the class design an ad, including art and copy (text) that would attract multinational corporations to open industrial plants or offices in the students' hometown. Students should consider and may want to incorporate into their ad some of the ideas expressed in the following sentence. Does their city/town have: (a) a large enough population to support major business growth (can it supply enough workers); (b) a low or high standard of living (an MNC may be more likely to invest in an area where workers do not need to be paid high wages); (c) proximity to essential transportation such as a railroad and an international airport: (d) natural resources which could benefit MNCs: and (e) proximity to an area of major governmental action such as Washington, DC, a state capital, or a regional governmental center?

2. Organize a role-playing game. Ask three students to play salespersons for different MNCs that produce soda pop, i.e.. Coca Cola, Pepsi Cola, and Seven Up. They must sell their products to a variety of markets in a number of countries. They might want to increase their sales to American teenagers, poor third world families, or wealthy French executives. (Hint: Group A might be interested in good times, such as parties, associated with soda pop; for Group B the price, nutritional value, and thirst-quenching aspects of soda pop might be most important; and for Group C the emphasis might be on diet sodas.)

The salespersons should present a different pitch to each of these markets, which will be represented by the remainder of the class. Afterward, have your class discuss which sales campaigns were most persuasive. Ask whether they thought any of the sales pitches were untruthful or misleading.

Additional Resources:

Barnet, Richard and Muller, Ronald. Global Reach: The Power of the Multinational Corporations. New York: Simon and Schuster, 1974. A valuable study of the MNC which includes analyses of advertising techniques employed by global companies.

Gilpin, Robert. "U.S. Power and the Multinational Corporation: The Political Economy of Foreign Direct Investment". Comparative World Issues. Basic Books, 1975. An excellent examination of the role of multinational corporations. Can be used by teachers and senior high students.

Institute for Peace and Justice "Bread, Justice and Multinationals." Filmstrip available from the (2747 Rutger, St. Louis, MO 63104, or from CTIR).

Ledogar, Robert. Hungar for Profits: US Food and Drug Multinationals in Latin America. N.Y.: IDOC North America, 1975. Examines MNC advertising and activities in Latin America.

McGinnis, James B. Bread and Justice: Teacher's Manual. N.Y.: Paulist Press, 1979. An excellent introduction to the study of development. Contains five chapters of teacher activities on multinationals.

Title: BABY, WHAT AN AD CAMPAIGN

Introduction:

Advertising is a global phenomenon that influences the lives of persons in the Third World as well as the lives of individuals in the Western, industrialized nations. We are constantly being bombarded by advertising messages to buy the newest consumer goods, wear the latest fashions, and take advantage of special promotional sales for everything from food to fitness spas. Advertising often persuades us to purchase products we do not really need. Mass media advertising can be extraordinarily effective in influencing human behavior, especially where a lack of knowledge exists or where no strong patterns of behavior are established. Nowhere is the power of advertising to influence consumer choice more dramatic than in the developing world, where the urge to be modern is often the motivating force behind decisionmaking. In this activity, students will examine a case study of infant formula promotion and use in developing countries and will formulate opinions as to the ethics of advertising techniques used by global corporations.

Objectives:

To culturally examine the advertising techniques employed by global corporations that manufacture infant formula

To identify the problems associated with the use of infant formula in developing countries

To identify similarities and differences between infant formula advertising and the promotional practices that students encounter in their everyday lives

To formulate opinions as to what constitutes ethical and unethical advertising practices

To create a code of advertising ethics for global corporations

Grade Level: 10-12

Time: Two to three class periods

Materials: Handout #22, "Breast versus Bottle"
Handout #23, "Infant Formula Study Guide"

Procedure:

Step 1. Have students consider these questions to identify their initial opinions about advertising.

What is the newest thing that you have bought (e.g., jeans or records)?

Why did you buy it?

Do you really need this product, or do you just want it?

Was this product advertised? Did the advertising persuade you to buy it? Why? List the reasons why the advertisement was or was not persuasive.

Make a list of the qualities you believe are present in a good advertisement. List the advertising techniques you consider to be unethical or that you do not appreciate in advertising.

Would you like to be an ad designer or a product salesman? Why or why not?

Step 2. Distribute Handout #22 and allow time for students to read it. Distribute Handout #23 and have students answer the questions on the study guide. Discuss answers in class.

Step 3. Divide the class into small groups of four or five students. Have each group invent a product and design an ad campaign to sell the product to the rest of the class. Tell them they may employ any advertising technique(s) they wish.

Step 4. Have each group introduce and attempt to sell their product to the whole class. Then ask:

Which group was most successful in selling their product?

Was this due to effective advertising or because the product itself met a consumer need?

What advertising techniques did this group employ? Did they use any gimmicks?

What emotions did they appeal to in the ad campaign?

Would you buy this product if it were not for the group's advertising campaign?

Step 5. Have each student make a list of the products that he/she was persuaded to purchase--at least in part--because of product promotion. Create a class catalog of unwanted products and design advertisements for them.

Step 6. Have each small group construct a Code of Advertising Ethics for global corporations. What promotional practices of infant formula companies would be allowed and which ones would be eliminated? How would this Code enforce responsible advertising?

Follow-Up:

Show the film "Bottle Babies"(available from INFACT, 1701 University Avenue, SE, Minneapolis, MN 55414, or from Tricontinental Films, 33 Avenue of the Americas, New York, NY 10014). This is an excellent documentary produced by German film maker Peter Krieg, which graphically illustrates both the advertising practices used by infant formula producers and the effects of bottle feeding in the Third World. Literature on infant formula abuse and a film study guide is available from INFACT at no additional charge.

V. HANDOUTS

MEDIA AWARENESS QUESTIONNAIRE

Handout #1

1. If you had only one hour a day in which to get information about the world, how would you obtain that information?

2. What do you think is the most reliable source of information about the world? ___TV ___radio ___newspapers
   ___magazines ___school ___other

3. Are American television, newspapers, magazines, and radio better sources of information than those of foreign media? ___yes ___no

   Why?

4. List five newspapers that provide international news.

   a) _____
   b) _____
   c) _____
   d) _____
   e) _____

5. List five magazines that provide information about world events.

   a) _____
   b) _____
   c) _____
   d) _____
   e) _____
   f) _____

6. Name a television program that you have watched that has taught you something you did not previously know about the world.

   Program: _____

   What it taught you:

7. If your younger brother or sister asked you what he/she should do to learn more about the world, what would you suggest?

   ___read newspapers
   ___read magazines
   ___read comic books
   ___listen to radio
   ___pay attention in class
   ___watch television
   ___see movies
   ___other: _____

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CLUES

"You have to set your own agenda and make it achievable. Unless you do so, the media will set the public agenda for you and the public timetable will evaluate you every 100 days." (Leslie Gelb, "Memo: to the President," New York Times Magazine, January 19, 1981)	In response to the shooting of John Lennon, he said he does not think gun control is the answer. He added, however, "If somebody commits a crime and carries a gun when he is doing it, add 5 to 15 years to the prison sentence." (The New York Times, an editorial reprinted in the Christian Science Monitor, 12/12/80)
He "represents a dangerous" return to manifest destiny and gunboat diplomacy. (Rev. Jesse Jackson, as quoted in feature article on Ronald Reagan in Christian Science Monitor, 9/15/80)	In his autobiography, he describes himself at various times as "unusually naive . . . blindly and busily joining every organization I could find that would guarantee to save the world . . . wide-eyed . . . light dawning in some obscure region in my head." (Brad Knickerbocker, author of a feature article on Ronald Reagan in the Christian Science Monitor, 9/3/80)
"An eighteenth-century moralist who prefers Little House on the Prairie or most any television production to the pages of a book; celebrated individualist whose ideas and information are digested by other minds; an anti-politician whose only successful career has been political." (James Conaway, Atlantic Monthly, 10/80)	"He's a genuinely nice guy. He's not an original thinker, but he can get to the heart of things. I don't know how much he's learned. There's been no real suffering in his life." (John Sears, Reagan's chief political advisor, before he was fired on the eve of the New Hampshire primary, as quoted in Atlantic Monthly, 10/80)

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"He isn't even in office yet and he's already goofed up." (Jerry Rothe, steelworker, in an article on Ronald Reagan in the Rocky Mountain News, 1/15/80)	"A man with huge experience in government and longstanding devotion to conservative reform." (William F. Buckley, Rocky Mountain News, editorial column, 1/15/81)
"He makes 'phony promises,' 'flamboyant statements,' and offers 'simplistic answers.'" (George Bush, criticizing Ronald Reagan during the primaries, cited in the New Yorker magazine August 11, 1980, in a feature article on the Republican National Convention)	"He has a penchant for offering simplistic solutions to ludicrously complex problems." (Gerald Ford, describing Ronald Reagan in his autobiography, as cited in the New Yorker magazine, August 11, 1980, in a feature article on the Republican National Convention)
"He's above the nitty-gritty. If a conflict develops, he doesn't want to hear about it. He's inclined to define loyalty by the ability of those around him to keep conflict away." (A former Reagan staff member in his California gubernatorial administration. Quoted in Atlantic Monthly, 10/80)	It is hard not to be fetched by his apparent good humor. Let us hope that when things get rough he will give us a turn as W.C. Fields, who, about to be lynched in a Western cow town and asked if he had a last request, replied, "Yes, I'd like to see Paris before I die." (Russell Baker, in his weekly column in New York Times Magazine, 1/18/81)

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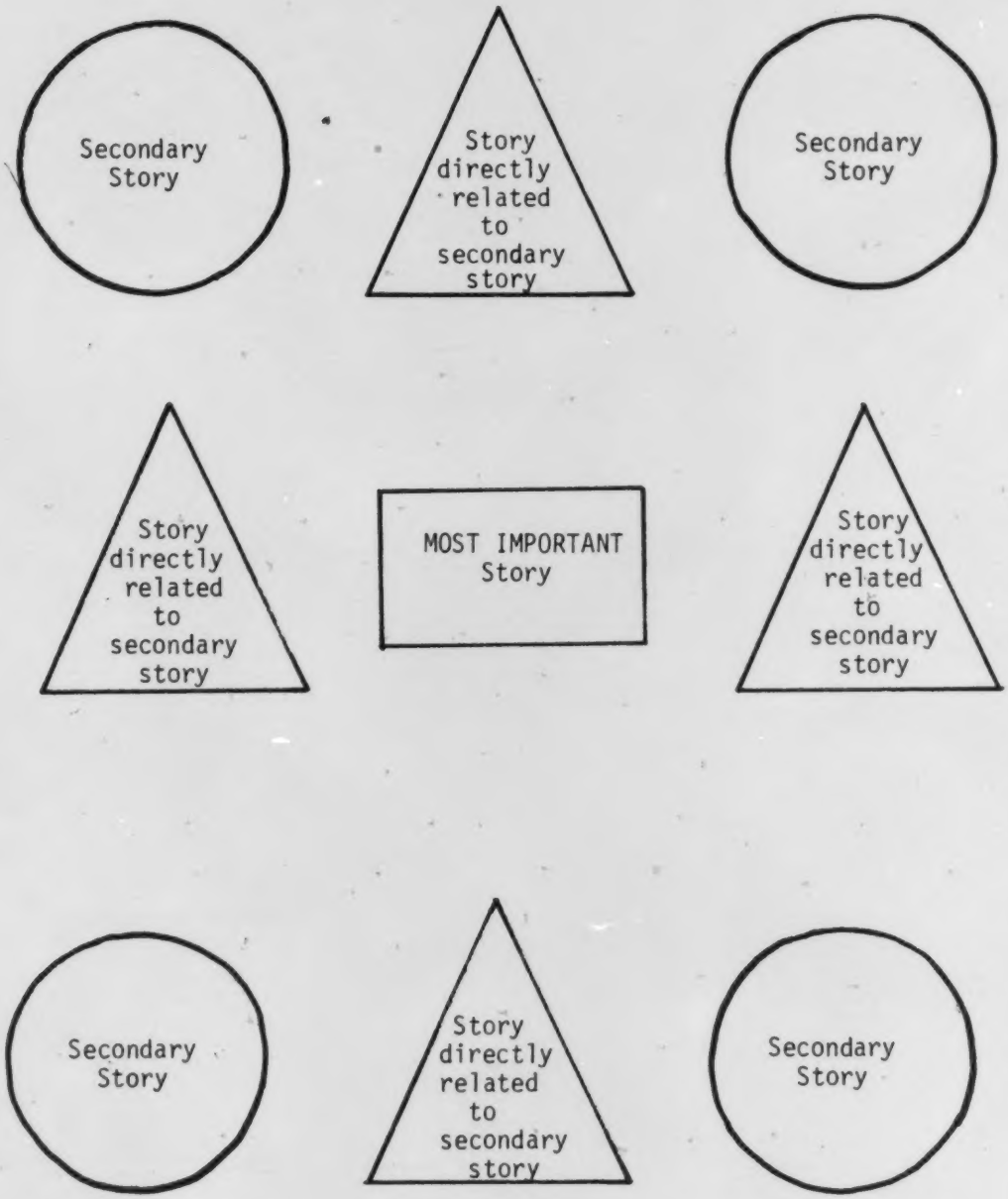
MOST IMPORTANT STORY NEWS GRID

Handout #3



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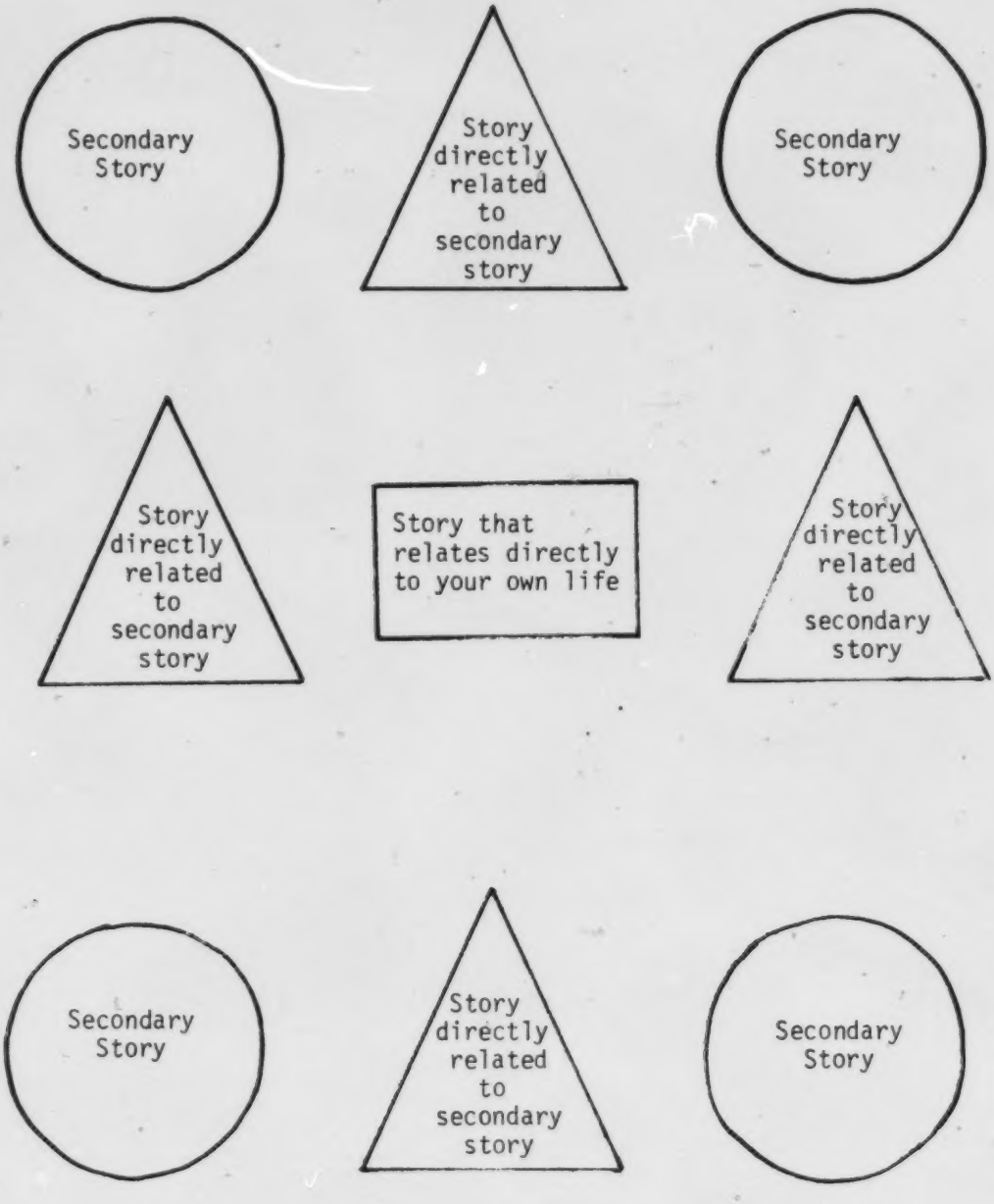
My Place in Current Events News Grid

Handout #4


Secondary Story
Story directly related to secondary story
Secondary Story
Story directly related to secondary story
Story that relates directly to your own life
Story directly related to secondary story
Secondary Story
Story directly related to secondary story
Secondary Story

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STORY BOARD

Handout #5

NEWS STORY (Title)	INT'L	NAT'L	STATE	CITY (Check Appropriate Column)	LENGTH of Story (Secs)	PRECEDES COMMERCIAL Yes	No	LENGTH OF COMMERCIAL (Secs)*

*For every ten minutes there must be one minute of commercials

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TIMEKEEPER'S CHART

Handout #6

	INT'L	No. Secs	NAT'L	No. Secs	STATE	No. Secs	LOCAL	No. Secs
Opening Story Brief Description								
Second Story								
Third Story								
Fourth Story								
Fifth Story								
Sports (Total time for whole report)								
Weather (Total time for whole report)								

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COUNTER'S CHART

HANDOUT #7

	INT'L	NAT'L	STATE	LOCAL	DESCRIPTION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
					TOTAL

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BROADCAST SCHEDULE

TIME	PROGRAM	RATIONALE/DESCRIPTION
6:00		
6:30		
7:00		
7:30		
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		

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TIME	COMMERCIAL	RATIONALE/DESCRIPTION
6:14		
6:29		
6:44		
6:59		
7:14		
7:29		
7:44		
7:59		
8:14		
8:29		
8:44		
8:59		
9:14		
9:29		
9:44		
9:59		
10:14		
10:29		
10:44		
10:59		
11:14		
11:29		
11:44		
11:59		

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STATION CARDS

Handout #9

LIMA, PERU	HAVANA, CUBA	BOGOTA, COLUMBIA
MOSCOW, USSR	PEKING, P.R.C.	VICTORIA, HONG KONG
ADDIS ABABA, ETHIOPIA	CAPE TOWN, SOUTH AFRICA	BONN, WEST GERMANY
EAST BERLIN, EAST GERMANY	WARSAW, POLAND	MADRID, SPAIN
SYDNEY, AUSTRIALIA	RANGOON, BURMA	LONDON, UNITED KINGDOM
BELGRADE, YUGOSLAVIA	DAMASCUS, SYRIA	TEL AVIV, ISRAEL
BEIRUT, LEBANON	RABAT, MOROCCO	KUWAIT, KUWAIT
CAIRO, EGYPT	MANAGUA, NICARAGUA	DACCA, BANGLADESH
NEW DELHI, INDIA	TEHRAN, IRAN	MEXICO CITY, MEXICO
PNOM PNENH, CAMBODIA	NEW YORK CITY, U.S.A.	LHASA, TIBET

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PRESIDENTIAL QUALITIES POLL

Handout #10

List ten qualities you think a president of the United States should have.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Complete the following sentence in ten different ways.

I think the United States is:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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DEAR MR. PRESIDENT

Handout #11

Dear Mr. President,

You don't know me, but I voted for you in "76." I'm one of the millions who cried out the loudest for change in our government, and we won--Or did we?

We had hoped and prayed to be led from our valley of depression, both mental and financial, and to once again be able to face each other with some degree of respect.

We had grown weary, shouldering the monsterous tax burden, while greedy politicians went to bed with big business, and turned a deaf ear to the voice of the people!

Whatever happened to the rights of the average citizen? The taxpayer, The defender of truth, justice and the American way?

We are outraged when we hear of our sick, our poor and our old people starving to death, freezing to death, or dying quietly at home because they can't afford our glutinous hospital costs!

We cry out helplessly, as Congress forces things like school bussing and the metric system down our throats! We're choking on the same medicine that is meant to heal us!

But, most of all, Mr. President, we're tired of being the patsy for every hand-out nation that comes knocking at our door!

At one time or another, we've had to feed, clothe, and educate most of the world, and for all our good intentions, they've mistaken our generosity and compassion for weakness, and they're closing in like a preditor on it's wounded prey.

In our own city streets, we allow the Nazi's and the Communist Party, the freedom to go for the jugular, while we defend them with the very laws that were meant to protect us!

We let Soviet combat troops encroach on us within ninety miles of our shores, and we take a wait-and-see attitude!

We have allowed third rate nations to bring us to our knees, holding mighty oil weapons to the head of all Americans!

Printed with permission of Ovation, Incorporated. Written by Max D. Barnes. Published by Blue Lake Music and Plum Creek Music.

c 1981 CTIR

And now, our dignity lies trampled and tarnished under the feet of foreign students, living in this country!

How dare they parade in front of the White House, chanting their threats, spouting their hatred for us, and demanding blood! Your blood, Mr. President! How much more humiliation can we take?

We've stood by and watch them rape us, rob us, take us hostage, and, as a final blow, burn our beloved flag before the eyes of the world!

Well, Mr. President, we sent our Fathers, and our Sons and Brothers to fight in wars that were not wars, but they carried that flag, and they died defending it!!!

Is this not enough to awaken the sleeping giant? Why does he not rise up in rage and anger at his tormentors?

Our Fathers and Grandfathers forged a great nation out of strength, courage and honor, that any American could be proud of!

But, where is our pride today, Sir? Will we turn the other cheek? Will we leave our self respect in the pitiful heap of ashes that was once our flag?

If we do that, Sir, then all the tears ever shed in this great nation, could never make it shine again!!

Sincerely -

Max D. Barnes

Note: The above lyrics are printed exactly as received from publisher.

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IN AMERICA

Handout #12

Words and music by Charlie Daniels, Tom Crain, "Taz" DiGregorio, Fred Edwards, Charlie Hayward, and Jim Marshall.

Well, the eagle's been flyin' slow and the flag's been flyin' low
And a lot of people are sayin' that America's fixin' to fall
But speaking just for me and some people from Tennessee
We got a thing or two to tell you all
This lady may have stumbled, but she ain't never fell
And if the Russians don't believe it
They can all go straight to hell
We're gonna' put her feet back on the path of righteousness and then
God bless America again

Chorus:

And you never did think that it ever would happen again,
In America, did ya'
You never did think that we would ever get together again
Well, we damn sure fooled you
We're walkin' real proud and we're talkin' real loud again
In America
You never did think that it ever would happen again

From the sound up in Long Island out to San Francisco Bay
Everything in between them is our home
And we may have done a little bit of fighting amongst ourselves
But you outside people best leave us alone
Cause we'll all stick together and you can take that to the bank
That's the cowboys and the hippies and the rebels and the yanks
Oh, just go and lay your hand on a Pittsburgh Steeler fan
And I think you're gonna' finally understand

Chorus

---

c 1980 Hat Band Music, 210 25 Avenue North, Nashville, TN 37203. International copyright secured. All rights reserved. Made in U.S.A. Printed with permission.

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Auto Prices and Options

Handout #13

Truck
Coupe
Sedan
Wagon
Hatchback/Liftback
Four-door
Two-door
Automatic transmission in the floor
Automatic transmission on the column
5-speed transmission in the floor
5-speed transmission on the column
4-speed manual transmission in the floor
4-speed manual transmission on the column
Power steering
Power brakes
Air conditioning
Tinted glass
AM radio
AM/FM radio
Stereo AM/FM radio
White sidewall tires
Interior trim
Exterior trim
Rear defroster
Rear wiper
Remote control mirror (for driver's side mirror)
Remote control mirror (for two side mirrors)
Bucket seats
Sun roof

OTHER:

Adapted from Consumer Reports charts for rating cars.

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AUTO FACTS AND FIGURES

Handout #14

DIMENSIONS

1. Wheel base _____
2. Tire size _____
3. Overall length _____
4. Overall width _____
5. Road clearance with maximum load _____
6. Weight of maximum load _____
7. Maximum front seat leg room (how did you measure?) _____
8. Front seat head room (how did you measure?) _____
9. Rear seat shoulder room (how did you measure?) _____
10. Rear seat seating space (how did you measure?) _____
11. Luggage capacity _____
12. Turning circle diameter _____
13. Steering (manual/power) _____
14. _____
15. _____
16. _____
17. _____
18. _____

ENGINE AND PERFORMANCE

1. Horsepower _____
2. Transmission speeds (e.g., auto/3, manual/4) _____
3. Type (electric, solar, etc.) _____

ACCELERATION

1. 0-30 (in seconds) _____
2. 0-60 (in seconds) _____
3. Maximum speed after 1/4 mile _____
4. Passing: 46-65 (in seconds) _____

FUEL ECONOMY

1. City/highway _____
2. City traffic driving _____
3. Cruising range _____
4. Fuel used for 15,000 miles _____

OTHER CONSIDERATIONS

1. Displays _____
2. Bumper _____
3. Noise _____
4. Braking _____

Adapted from Consumer Reports' chart on "Facts and Figures."

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AREA CARDS

JAPAN	INDIA
U.S.A. and CANADA	WESTERN EUROPE
USSR and EASTERN EUROPE	SOUTH AMERICA

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AFRICA	SOUTH AND SOUTHEAST ASIA
MEXICO and CENTRAL AMERICA	PEOPLE'S REPUBLIC OF CHINA
MIDDLE EAST	AUSTRALIA and SOUTH PACIFIC

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ITEMS FOR THE GOOD LIFE

ITEM	WHICH DO YOU HAVE?	WHICH DO YOU THINK NECESSARY FOR THE GOOD LIFE?	ITEMS YOU HAVE AND WOULD BE WILLING TO GIVE UP
power lawnmower			
battery operated sphygmomanometer			
automobile			
motorcycle			
flush toilet			
snowmobile			
power boat			
C.B. radio			
electric coffee maker			
skillet			
mixer			
toaster			
toaster oven			
microwave oven			
food processor			
potato peeler			
toothbrush			
shaver			
hot dog cooker			
grill			
rotisserie			
wok			
egg poacher			
steamer			
fondue cooker			
popcorn popper			
yogurt maker			
crepe maker			
tennis ball return			
cookie gun			
vibrator			
whirlpool			
heated swimming pool			
apple corer			
self-cleaning oven			
refrigerator			
freezer			
garbage disposal			

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ITEM	WHICH DO YOU HAVE?	WHICH DO YOU THINK NECESSARY FOR THE GOOD LIFE?	ITEMS YOU HAVE AND WOULD BE WILLING TO GIVE UP
clothes washer			
clothes dryer			
electric water softener			
hair dryer			
food grinder			
bottle sterilizer			
baby food dish			
hamburger cooker			
saw			
hot plate			
ice cream maker			
waffle iron			
juicer			
teakettle			
knife sharpener			
movie projector			
leaf sweeper			
hedge trimmer			
meat slicer			
night light			
grass clippers			
stapler			
typewriter			
plant lights			
shoe polisher			
rake			
car washer			
insect sprayer			
roaster			
hair curlers			
rotating TV antenna			
floor polisher			
sandwich grill			
sauna heater			
scissors			
rug shampooer			
can opener			
slow cooker			
plastic bag sealer			
cooler			
knife			
compost shredder			
water heater			

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ITEM	WHICH DO YOU HAVE?	WHICH DO YOU THINK NECESSARY FOR THE GOOD LIFE?	ITEMS YOU HAVE AND WOULD BE WILLING TO GIVE UP
iron			
garage door opener			
curling iron			
deep fryer			
humidifier			
dictating machine			
dishwasher			
lawn edger			
curtain rods			
bun warmer			
electric dutch oven			
organ			
piano			
doorbell			
skin machine			
radio			
clock			
griddle			
meat grinder			
tape deck			
stereo			
b&w TV			
color TV			
socks			
handwarmer			
bed springs			
sander			
engine heater			
food dehydrator			
wall paper steamer			
baby food warmer			
train			
telephone			
furnace			
sewing machine			
calculator			
vacuum cleaner			
drill			
blanket			
guitar			
telephone answering system			
timer			
fan			

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ITEM	WHICH DO YOU HAVE?	WHICH DO YOU THINK NECESSARY FOR THE GOOD LIFE?	ITEMS YOU HAVE AND WOULD BE WILLING TO GIVE UP
dental hygiene set			
welder			
attic ventilator			
back massagers			
golf cart			
air conditioner			
bread mixer			
broiler			
sunlamp			
hot tub			
OTHER:			

Gary R. Smith

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VISIONS OF THE GOOD LIFE
U.S.A.

Handout #17

MAGAZINES

SOURCE:
VISIONS:
SOURCE:
VISIONS:

TV ADS

SOURCE:
VISIONS:
SOURCE:
VISIONS:

TV PROGRAMS

SOURCE:
VISIONS:
SOURCE:
VISIONS:

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VISIONS OF THE GOOD LIFE
GLOBAL

Handout #18

MAGAZINES

SOURCE:
VISIONS:
SOURCE:
VISIONS:

TV PROGRAMS

SOURCE:
VISIONS:
SOURCE:
VISIONS:

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You Gotta Have It

After you finish watching television commericals and reading newspaper ads, answer the following questions. Base your answers to questions 1-4 on information and images presented in the ads, not on your own opinions. Substantiate your answers to these questions by referring to particular ads and commercials. Base your answers to questions 5-7 on your own opinions.

1. What material goods do you gotta have to life the good life in America?

INDIVIDUALLY:	WITHIN FAMILIES:	IN CAREER:

2. What qualities do you gotta have for the American good life?

INDIVIDUALLY:	WITHIN FAMILIES:	IN CAREER:

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3. What material goods do you gotta have according to the foreign ads you read? Did these necessities differ according to country? If so, note the differences. (For example, clothing ads are probably more frequent in French magazines than in Russian ones.)

INDIVIDUALLY:	WITHIN FAMILIES:	IN CAREER:

4. What qualities do you gotta have for the good life in various foreign countries?

INDIVIDUALLY:	WITHIN FAMILIES:	IN CAREER:

5. List ten needs you think are artificially created by mass media advertising.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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6. List five things which people today perceive to be necessities, but which were once considered luxuries.

   1.
   2.
   3.
   4.
   5.

7. List five material things Americans think they need to live well, but which would be considered unnecessary in another country.

   1.
   2.
   3.
   4.
   5.

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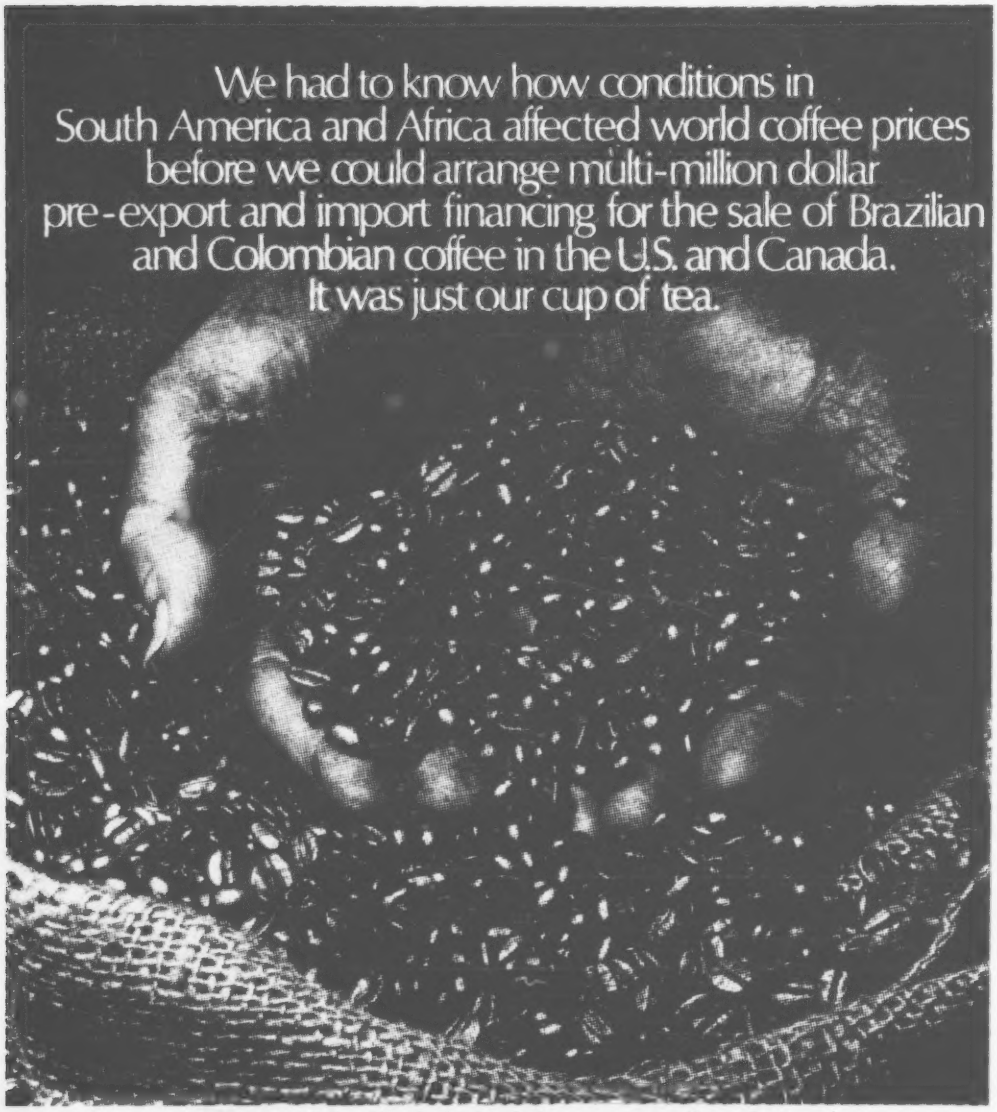
MAGAZINE ADVERTISEMENTS

BEST COPY AVAILABLE


We had to know how conditions in
South America and Africa affected world coffee prices
before we could arrange multi-million dollar
pre-export and import financing for the sale of Brazilian
and Colombian coffee in the U.S. and Canada.
It was just our cup of tea.

For Marine Midland Bank, this kind of transaction is all in a day's work.
We're an international network of bankers doing business in the largest money centers
in the world, for the largest corporations in the world, all over the world.
So wherever you need us, count on us. You'll get the response that's right for you.

MARINE MIDLAND BANK

New York City, Buffalo, Miami, Beirut, Bogotá, Buenos Aires, Caracas, Frankfurt, Hong Kong, Jakarta, London, Madrid, Manila, Mexico City, Nassau, Panama, Paris, Rio de Janeiro, Rome, São Paulo, Seoul, Singapore, Sydney, Tehran, Tokyo, Toronto

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Printed with permission from Marine Midland Bank, Buffalo, New York.

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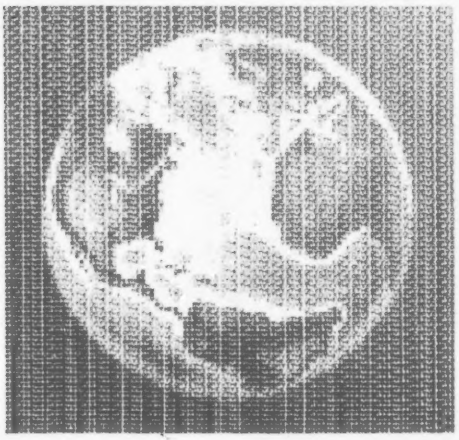
THEORY:

A top international bank must offer an extensive global network for truly comprehensive service.



REALITY:

Continental Bank has a global network of offices in 31 countries, including all major money markets in the world.

Our worldwide network serves as an essential tool to the Continental banker, providing the capacity for timely response and comprehensive follow-through. It's what you expect from a top international bank. At Continental Bank, it's reality.

CONTINENTAL BANK

Continental Illinois National Bank and Trust Company of Chicago

Argentina · Australia · Austria · Bahamas · Bahrain · Belgium · Brazil · Canada · Colombia · France · Greece · Hong Kong · Indonesia · Italy · Japan · Kenya · Korea · Lebanon · Mexico · The Netherlands · Nigeria · The Philippines · Singapore · Spain · Switzerland · Taiwan · Thailand · United Kingdom · Venezuela · West Germany · United States · Chicago · Cleveland · Dallas · Denver · Houston · Los Angeles · Miami · New York · San Francisco · Seattle

---

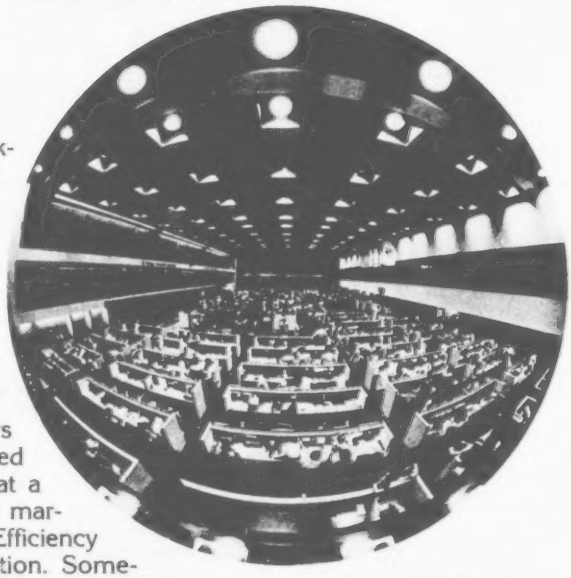
Printed with permission from Continental Bank, Chicago, Illinois.

c 1981 CTIR

University of Denver

Why do people call the Chicago Mercantile Exchange the Super Market?

It works.



Here's a statement that's frankly hard to believe: futures trading on the Chicago Mercantile Exchange tends to reduce costs to consumers while increasing profits to efficient producers.

It is, nevertheless, a statement of fact. It's a textbook example of free enterprise in action. The ability to provide more for sellers and more for buyers is explained by the incredible efficiency that a truly free, open and worldwide market is capable of producing. Efficiency results from intense competition. Sometimes, even in our society, there isn't enough competition to go around. But, on the Chicago Mercantile Exchange there are literally thousands of buyers and sellers from all over the world competing for the best possible price—on everything from U.S. treasury bills to frozen pork bellies—every day of the week.

It's about as competitive as you can get—and very efficient. The result of efficiency is more for everyone. That's why the CME has become one of the world's leading financial institutions.

Everyone talks about free enterprise. At the Chicago Mercantile Exchange, we practice it.

And it works.

CHICAGO MERCANTILE EXCHANGE
International Monetary Market **Associate Mercantile Market**
444 W. Jackson Boulevard, Chicago, Illinois 60606

A Federally Licensed Contract Market

Printed with permission from Chicago Mercantile Exchange, Chicago, Illinois.

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The world says the Boeing 747 is the best way to fly.

Thank you, world.

We've surveyed over 80,000 people in 90 countries. The question: For longer flights, what's your favourite way to fly? The answer: The 747. Passengers like the extra room, the two wide aisles and the luxurious first class area with the staircase. So, plan your next trip on the Queen of the Sky. You have a choice of more than 40 airlines that fly the Boeing 747 to 134 different cities throughout the world.

BOEING

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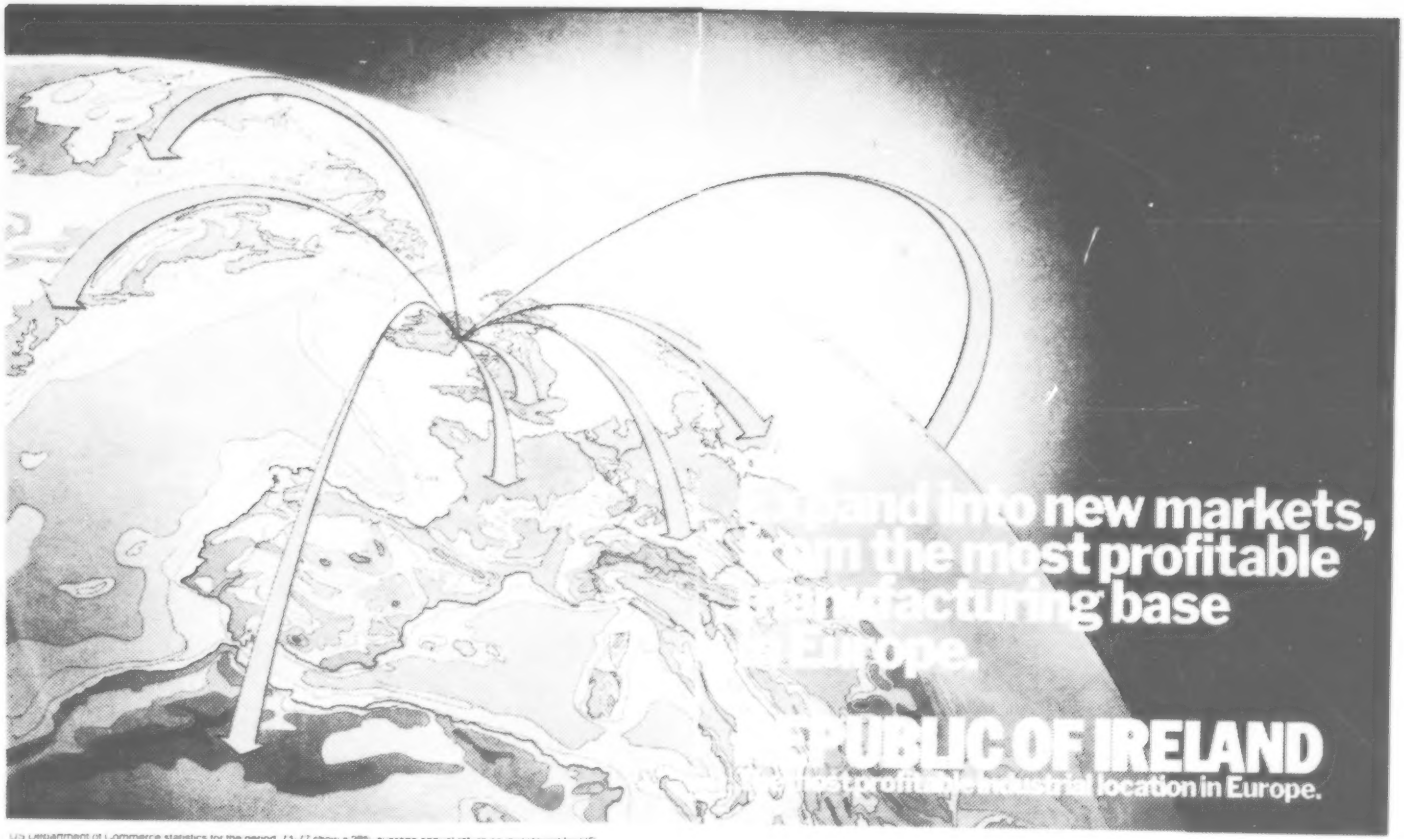

US Department of Commerce statistics for the period 73-77 show a 28% average annual return on investment for US manufacturers located in the Republic of Ireland - more than twice the European average.

IDA Ireland The Irish government's industrial development agency has offices in Dublin (Head Office) (01) 686633, London (01) 4996155, Cologne (0221) 371007, Stuttgart 0711-221468, Paris (01) 720.67.10, Amsterdam (020) 734671, Copenhagen (1) 144786, Milan (02) 790761, Madrid (91) 4580110.
Overseas offices also in New York, Chicago, Houston, Los Angeles, Toronto, Tokyo and Sydney.

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Actually, we provide correspondent bank services at our own offices in over 85 countries.

In Asia, we have 28 branches in 14 countries from Japan to India; in South and Central America, it's 44 branches from Argentina to Guatemala; and we cover Europe and the Middle East with 29 branches in 17 countries from Ireland to Pakistan. Plus affiliates, subsidiaries and representative offices in many more countries.

When you do need a United States

Printed with permission from Bank of America, San Francisco, California.

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correspondent, we have superb credentials, with specialized international units in San Francisco, Los Angeles, Chicago, Houston, Miami, and particularly New York. Bank of America New York (BANY) handles so much international business that, based on deposits, it would rank as one of the 30 largest banks in the United States.

Dealing with us, you don't need a different correspondent for each country.

Bank of America can give you the world.

Bank of America's global network of offices can provide a broad range of correspondent services: from import-export financing to foreign exchange trading, special-purpose loans in local currency, letters of credit, collections... and more.

BANK OF AMERICA

Think what we can do for you.

Printed with permission from Bank of America, San Francisco, California.

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GEOBANKING®

The Manufacturers Hanover Way of Worldwide Banking

Geobanking.
It is money moving and working around the world.

It is the Manufacturers Hanover way of worldwide banking.

Unlike most major international banks, Manufacturers Hanover does not enter a region or a country with a rigid operational philosophy.

Instead, it adopts a way of banking that works best for a particular place at a particular time.

Geobanking.

It is wholly responsive, since it fine-tunes banking to national and regional needs.

It is flexible, admitting swift adjustment to changes in prevailing conditions.

And Geobanking enables Manufacturers Hanover to marshal strengths from the worldwide resources of a $40 billion organization.

MANUFACTURERS HANOVER
The banking source.Worldwide.

Incorporated with Limited Liability in U.S.A. Member FDIC

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LARGEST U.S. MULTINATIONALS

Handout #21

RANK	COMPANY	FOREIGN REVENUE (millions)	TOTAL REVENUE (millions)
1.	Exxon	$56,999	$79,107
2.	Mobil	27,401[a]	45,477[a]
3.	Texaco	26,023	38,350
4.	Ford Motor	19,106	43,514
5.	Standard Oil California	17,490	29,948
6.	General Motors	16,751	66,311
7.	IBM	12,244	22,863
8.	Intl. Tel. & Tel.	11,579	21,996
9.	Gulf Oil	11,102	23,910
10.	Engelhard Minerals	9,790[a]	18,102[a]
11.	Citicorp	7,287[b]	10,904
12.	General Electric	4,997[a]	22,980[a]
13.	Bank America	4,728	9,450
14.	Conoco	4,709[a,c]	13,030[a,c]
15.	Dow Chemical	4,672	9,255
16.	Occidental Petroleum	4,573[a]	9,638[a]
17.	Chase Manhattan	3,786	6,079
18.	Standard Oil Indiana	3,725[a]	18,930[a]
19.	El du Pont de Nemours	3,357	12,572
20.	Xerox	3,316	7,027

[a] Includes other income
[b] Estimate
[c] Includes excise tax

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BREAST VERSUS BOTTLE

The ways in which mothers feed their infants are changing dramatically. In the past fifteen years there has been a rapid decline in the practice of breast feeding and a subsequent rise in bottle feeding in areas of both the industrialized and developing world. In the least developed countries the switch from breast to bottle is rapid; in Mexico, for example, 98 percent of mothers breast fed in 1960. By 1966 only 40 percent did so. While bottle feeding is a relatively safe process in the industrialized world, in impoverished communities the use of infant formula frequently leads to malnutrition, infection, and death. Third World babies are dying in large numbers from a new disease, "bottle illness."

Medical science has established that for the majority of human infants "breast is best." The unique biochemical composition of human milk and its inherent antiinfective properties make it especially suited to infant needs; children have a low incidence of diarrheal disease and a high resistance to infectious disease when they are breast fed. Breast milk is free, sterile, and nutritious, plus it requires no complicated preparation, and only about 5 percent of women cannot nurse for medical reasons. Even if a mother is malnourished, the quality of her breast milk will not be affected. In addition, lactation by itself is usually capable of meeting a child's total nutritional needs for the first four to six months of life.

For infant formulas to be used safely, these ingredients are required: a ready supply of safe water, cheap fuel, clean utensils for sterilizing bottles, and refrigeration. Trained personnel must be available to teach the parents how to make the formula correctly and/or they must be able to read the directions on the package label. Without the conditions for safe use, bottles become contaminated, the formula is overdiluted, and babies contract severe bacterial infection of the intestine which leads to malabsorption, dehydration, and eventually, death. In poor Third World nations where women do not know how to mix the formula correctly and do not have the facilities of a modern kitchen available, the possibility of producing uncontaminated feed is almost nil. Feeding a child infant formula may cost up to 80 percent of a family's income. Because it is so expensive, Third World mothers often dilute the formula further, which hastens the onset of malnutrition and death.

WHO ARE THE FORMULA MANUFACTURERS?

Almost all infant formula companies are multinational or divisions of multinational corporations. Annual sales of these companies far exceed the annual GNP of many of the nations in which they market their

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products. There are approximately seventeen companies which manufacture formula world wide. The largest infant formula distributor in the world, a Swiss-based food conglomerate, sells thirty-five brands of formula in more than twenty-five nations in Africa, Asia, and Latin America. The three largest U.S. corporations which sell formula in this country also market their products abroad. Although formula sales sometimes represent only a small percentage of the total sales per year of these multinational corporations, the total sales per year of infant formulas and the growth of Third World markets is increasing.

Formula producers have launched massive advertising campaigns to encourage the use of their products. The largest American manufacturer spent approximately three times more on advertising than on research and development in 1973. Consequently, 1974 sales were up 20 percent over the previous year. Infant formula advertising has been extremely effective in convincing mothers to abandon the breast in favor of the bottle.

ADVERTISING CAMPAIGNS

Why do Third World women want to bottle feed their babies? Advertisements for infant formulas appeal to the emotion that breast feeding is old fashioned or animalistic in an increasingly technological world. Bottle feeding is seen as the modern thing to do.

A number of advertisements placed in Third World newspapers display an image of a happy bouncing white infant, stating in the copy that the advertised brand will help the baby grow healthy and strong. One ad pictures a "Champion Baby" who has "sturdy bones, glowing skin, and shining eyes. A winner if there ever was one." Mothers who see this ad are led to believe that if they use the infant formula mentioned, their child will grow up to be a champion like the baby pictured.

Many ads are skillfully designed to involve the consumer as much as possible. The September 1972 issue of Spear distributed in Lagos, Nigeria, contains an advertisement for infant formula that may be especially attractive to low-income mothers. The ad offers a free 250 cc feeding bottle to mothers who buy two tins of formula. Women are encouraged to "Join the Babies Union Now" so "baby will grow fat and strong," implying that if an infant is not presently fat and strong (probably not many infants in Lagos are), then breast feeding is somehow to blame.

Another ad for the same brand of formula invites mothers to vote in a competition to choose a "Baby President." All of the babies in the ad look healthy and fat, no doubt because they have been fed on the infant formula. Mothers who choose the strongest and healthiest baby have a

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chance to win a new baby bath tub. In order to enter the contest, however, all contestants are led to believe they must purchase a can of the formula.

In addition to visual advertisements, infant formula manufacturers use radio advertisements for product promtion. In Senegal, 90 percent of all radio advertising is for infant formulas, and during the early 1970s in Sierra Leone there were at least fifteen 30-second promotional spots for baby foods each day. Monitoring radio advertising in Kenya over a three-week period in 1973 revealed that one brand of infant formula was more heavily advertised than any other brand name product.

Formula manufacturers also sponsor a number of activities which serve to focus community attention on their products. The June 16, 1971, issue of the Kingston, Jamaica, Daily Gleaner contained a full-page ad announcing the eleventh anniversary of a baby show, sponsored by one formula manufacturer. This company's products were given as awards. In order to be eligible, however, all babies must have been fully fed on the formula for at least three months preceding the baby show.

Formula manufacturers send advertising to physicians to get them to use their products. At the Davao Doctors' Hospital in Davao City, Philippines, each time a doctor's wife gives birth to a child she is given a one- to two-year supply of free formula. At the Reid Cabral Hospital in the Dominican Republic, doctors are delivered crates full of milk samples for office and clinic use. An advertisement for one brand of infant formula in a Third World medical journal reads, "Read how [this brand of formula] can improve your golf game."

Some companies have at times hired women to market their products to mothers. These women visit mothers in their homes before and/or after birth, distribute free formula samples, and encourage them to bottle feed their babies.

The largest infant formula companies provide equipment for hospital maternity wards. In 1979 at the Hospital of the Infant Jesus in Quezon City, Phillipines, the largest infant formula manufacturer provided the nursery with cribs that have its brand name prominently lettered on the sides. At a medical center in the same city, a U.S. formula producer provided instructional films on infant feeding to doctors. The company also donated name tags for baby cribs and contributed scales to the nursery. In Singapore in 1976 samples of formula from this same company were donated to private hospitals which distributed them freely to mothers, and pediatricians were given one or two free cases of formula per month to use at their own discretion.

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In some developing nations, infant formulas are available in grocery stores. In Port-au-Prince, Haiti, in 1971 instructions on the formula tins produced by the U.S. manufacturer previously mentioned were written in English--yet the middle class Haitain language is French and Creole. In Davao City, Philippines, in 1977 formula tins were found with instructions written in four different languages on four different cans; French, Arabic, Chinese, and English, yet, people in the community spoke either Tagalog or Visayan. It is difficult to believe that companies which manufacture infant formula deliberately label their products in such a manner that the possibity for correct usage is almost nil.

However, the examples of improper product labeling cited above are not isolated cases. Affidavits from medical personnel and missionaries in eighteen Third World nations providing extensive documentation of similar practices by Bristol-Myers alone have been collected by the Interfaith Center on Corporate Responsibility in New York.

INTERNATIONAL REACTIONS AND THE COMPANIES' RESPONSES

Problems associated with bottle feeding and the advertising techniques of formula companies have not gone unnoticed. International health agencies such as the Pan American Health Organization (PAHO), the International Pediatric Association (IPA), the governing body of the World Health Organization (WHO), and the Protein-Calorie Advisory Group fo the United Nations (PAG) have all called for immediate measures to both encouarge breast feeding in poor nations, and curtail the promotion of artificial feeding. As early as 1970, the PAHO suggested that "strong action" should be taken to prevent:

1. Advertising of commerical milk products on government premises, especially hospitals, health clinics, and schools by the distribution and use of calendars, diaries, posters, and milk samples.

2. Access of "commercial milk" nurses to government premises, especially hospital wards, health centers, and schools.

3. Acceptance of "free" milk samples. If however, the need arises to supplement diets of malnourished children, these milks should be issued only in unlabelled containers.

--Pan American Health Organization
Scientific Publication #217

In 1974 the largest infant formula manufacturer sued a Swiss action group for publishing an article which accused the company of deliberately killing Third World babies. Although the judge in the case ruled in

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favor of the company, he stated that if the corporation wanted to be spared the accusation of immoral and unethical conduct, it would have to change its advertising practices.

In general, industry representatives have acknowledged that misuse of infant formula is the cause of serious health problems in developing countries. In 1975 representatiaves from nine major manufacturers of infant formula met and created the International Council of Infant Food Industries (ICIFI) and wrote a Code of Marketing Ethics. This code included suggestions that: (1) personnel observe professional ethics in all contacts, (2) instructions, demonstrations, and educational material be provided to mothers, and (3) free samples be given to mothers only with the advice of medical personnel.

The international health community assailed the Code. The PAG specifically stated that "the pledges do not go far enough" in regulating infant formula advertising. The group questioned the feasibility of self-regulation and recommended that provisions for the regulation of advertising practices be established.

In this country, shareholder resolutions filed by religious groups have caused two formula manufacturers to modify their advertising practices. At the present time a national boycott of products manufactured by the largest (Swiss) formula manufacturer is underway in the U.S., but the company has repeatedly denied that its advertising is irresponsible. The boycott is being coordinated by the Infant Formula Action Coalition (INFACT), 1701 University Avenue, SE, Minneapolis, MN 55414.

Meanwhile, infant formula promotion abuse in developing countries continues, along with the question of corporate responsibility and ethics in advertising. A cemetery in Zambia reveals the irony of infant formula use in the Third World--infant graves are decorated with empty feeding bottles and formula tins which mothers consider to be the children's most valued possessions.

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Infant Formula Study Guide

Handout #23

1. What are the problems associated with the use of infant formulas by poor, Third World mothers?

2. List some of the advantages/disadvantages of breast feeding for women in developing countries.

3. What are some of the reasons why women in developing countries would abandon breast feeding for bottle feeding? List as many as you can.

4. Critically analyze the advertising techniques of the infant formula producers. Why do their promotional practices persuade women to bottle feed? What specific techniques are employed? To what emotions do the advertisements appeal?

5. Do you consider infant formula advertising to be effective? Why or why not? What, in your opinion, constitutes an effective advertisement?

6. Do you believe that the companies which manufacture infant formulas have a responsibiltiy to ensure that their products are used correctly? Where do you believe this responsibility lies? With the company? Third World women? Where does "corporate responsibility" begin and end in advertising?

7. Do you consider any of the advertising techniques employed by the infant formula companies to be unethical? Name these practices and explain your opinions. Are these unethical practices effective? Why?

8. Why do you suppose that infant formula manufacturers persist in promoting their products in developing countries despite criticism from the medical profession and from the United Nations Protein Advisory Group? What is their motive in advertising in the Third World?

9. Do you think that advertising for infant formulas created a need for these products where no such need existed previously? Explain your answer.

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EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching Global Awareness Using the Media did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on global awareness that you or your school district have developed and wish us to look them over and consider them for publication, feel free to send us copies.

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Center for Teaching International Relations
University of Denver
Denver, CO 80208

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UNIVERSITY OF DENVER
DENVER, COLORADO 80208

TEACHING GLOBAL AWARENESS USING THE MEDIA

Television, radio, newspapers, and magazines affect what we buy, what we eat, how we feel, how we live (or want to live), and how we look. The media's influence is worldwide, touching people in underdeveloped countries as well as industrialized ones.

TEACHING GLOBAL AWARENESS USING THE MEDIA teaches global issues using the media as a focal point. Students participate in activities that have them look at the world as a whole and the media as shaping that world. In an activity called "That Was the Week that Was," students divide into network stations and put together a broadcast of world events from the preceding week. They learn first hand about the problems that confront newscasters as they are asked, among other things, to cut an hour's broadcast to ten minutes.

An activity called "A Car for All Humanity" has students divide into corporations, then design and advertise a universal car. Each corporation is also assigned a different country to research. They will use that research as a basis for modifying their car design and advertising campaign for the particular country. "Top 40 Political Protests" shows how music played on pop radio affects political and social thinking. In this activity, students fill out questionnaires giving their feelings about what qualities a president of the United States should have. Then they listen to or read the lyrics to "Dear Mr. President" to see how the song affects what they first wrote on the questionnaires. Ethics in advertising, especially in underdeveloped countries, is the subject of "Baby, What an Ad Campaign," an activity that concentrates on the sale of infant formula to underdeveloped countries.

In total, there are fifteen activities—all lively, topical and timely—in TEACHING GLOBAL AWARENESS USING THE MEDIA. This supplemental unit has been designed for grades 6-12, but can be adapted for a variety of grade levels. Comments and evaluations are welcomed. This is an experimental unit.

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